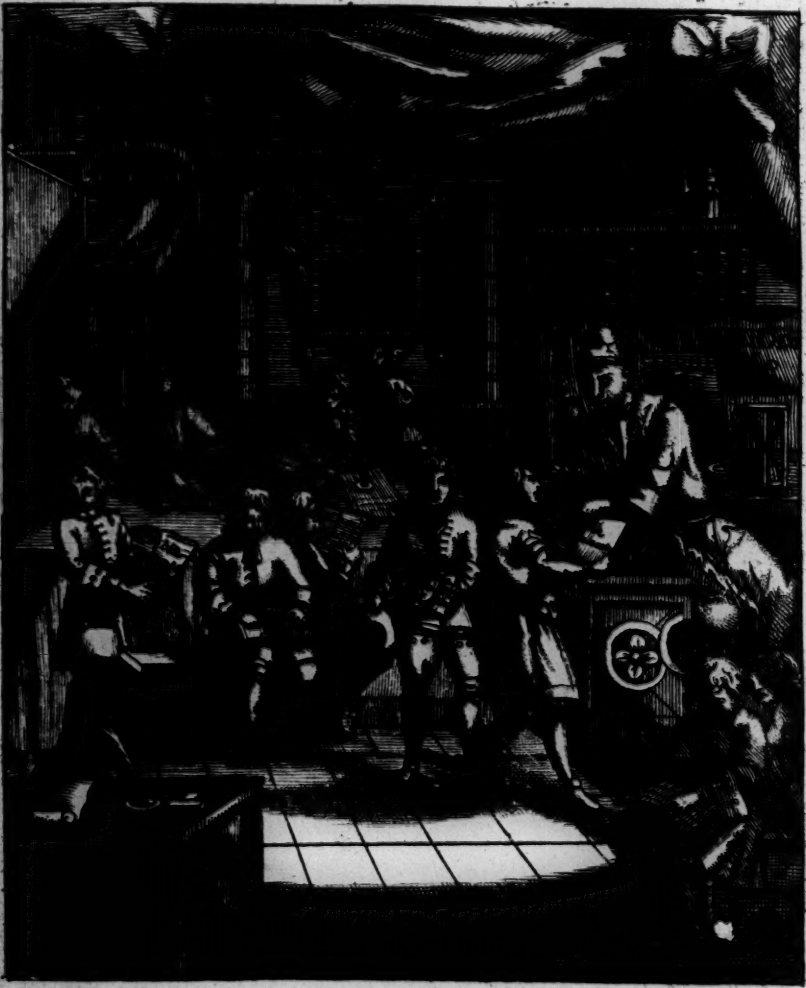




*The Countryman's Conductor
in, the Education of his Chil-
dren, in writing and reading,
true English. by I. W.*



*The Countryman's Conductor
in, the Education of his Chil-
dren, in writing and reading,
true English. by I. W.*

Page 92

THE
CONDUCTOR
IN
Spelling, Reading & Writing,
True English

Containing such Plain RULES, as the
AUTHOR, by Forty Years Practice
in Teaching, hath found necessary
to that End.

Recommended as useful to all Teachers,
Parents, Masters of Families, and Single
Persons, to Improve Themselves, their
Children, and Families, in Good *ENGLISH*.

To which are Added,

Some EXAMPLES of the *ENGLISH* of
our Ancestors, and also of our Western DIALECT:
And some Arithmetical RULES to be Learn'd by
Children, before or as soon as they are put to
WRITING.

By *JOHN WHITE.* *R*


Made Publick at the Request of those Persons
who have been Educated by this Method.

The Second Edition.

EXON: Printed by *Sam. Farley*, for *Philip*
Bishop, Bookseller, in the *High-street*, 1712.

THE
CONDUCTOR
IN
Spelling, Reading & Writing,
True English

Containing such Plain RULES, as the
AUTHOR, by Forty Years Practice
in Teaching, hath found necessary

Recommended as  to all Teachers,
Parents, Masters of Families, and Single
Persons, to Improve Themselves, their
Children, and Families, in Good ENGLISH.

To which are Added,

Some EXAMPLES of the ENGLISH of
our Ancestors, and also of our Western DIALECT:
And some Arithmetical RULES to be Learn'd by
Children, before or as soon as they are put to
WRITING.

By JOHN WHITE.

Made Publick at the Request of those Persons
who have been Educated by this Method.

The Second Edition.

EXON: Printed by Sam. Farley, for Philip
Bishop, Bookseller, in the High-street, 1712.



THE
P R E F A C E.

Neighbours and Country-men,

I Here present you a Conductor for the better educating your Children in writing and reading True English: 'Tis what I have my self Practis'd and Taught for near Forty Years, with good Success.

I need not use any Arguments to invite you to improve your selves and Families therein, your own Occasions, the Advantage it is to those that have it, the Disappointments of those that want it, the Defects of those that are imperfect therein (whose Letters are every where laugh'd at) are Demonstrations sufficient to convince you of the Usefulness of it, and the Necessity of acquiring some Perfection more than ordinarily Country-men attain to.

The Defects and Imperfections herein, arise partly from Parents, and partly from Teachers. First, from Parents, who are either incapable or unwilling to be at the Charges to put their

The Preface.

Children to such Schools where it may be attained, or to allow them Time sufficient to acquire it. Secondly, from Teachers, who are not quallify'd for such Undertakings; and the Reward, usually allow'd such Undertakers, gives them small Encouragement to quallify themselves better, nor invites but few to take up the Employment that are capable of stepping out of the old Road of Teaching.

Many Books have past the Press in order to regulate this old way of Teaching, of which we find one almost in every House, but I find little Improvement made by them in Country Schools or Families, and that for want of some proper Method in the use of them.

I therefore think it not fit to suffer my Method and Way of Teaching to die with me, but here present it to my Country-men, to whom it may be serviceable if they follow my Directions, with a little pains in teaching every one his own Children. The Rules, for the most part, I have exercis'd my Scholars in ever since the Year 1663. The Benefit many of them, now Masters of Families, found by it, has, for several Years, put them upon desiring me to make the same publick, that they might improve their Families the same way, finding none that took this Method but my self. And now I have made the Way so plain and easy to the meanest Capacity, that I hope it will encourage such as are ingenious to teach by this Method, and that will
encou-

The Preface.

encourage Parents to augment their Rewards proportionable.

Two sorts of Enemies such Undertakers must expect, as I my self have, and I find such Authors and their Books have had, and know my Book will run the same Fate. The one are such illiterate Teachers of English as cannot read such Books, who say, They are full of hard Words, not fit to puzzle Children with; you may know them by their reading, who read *Barutch* for *Baruch*, *Lametch* for *Lamech*, &c. These backbite, slander, and throw Darts poisoned with Envy at such Authors, their Books, and such as teach out of the common *A B C* Road, because thereby their Ignorance is detected by little Boys; but all they can do is but to pick Holes in our Coats, and bespatter our Reputation, thinking thereby to keep up their own: But a little time, with Care and Diligence in our Employments, will convince the World which is in the right.

Another sort of Enemies appear upon the Stage with scraps of Latin: These are such imperfect Grammarians who arrived about one eighth-part of a Furlong from Nothing towards Something; their Degree in Grammar amounts to what our Country calls *Ale-House Latin*, for you shall seldom hear them speak Latin but in Ale-Houses, or when they are well oil'd. "These (*says a late Author*) "have nothing but a little contemptible

The Preface.

“ Smatterings of Latin, that turns to no real Account, but is rather apt to render them conceited and over-confident Prattlers, the Bane of Business and Reputation: (to which I may add) The destruction of Tobacco-pipes and Glasses, for so it has often happened (to my knowledge) when two such have met in an Ale-House. These reckon themselves little inferior to Stars of the first Magnitude, and cast a scornful Aspect on mere English Scholars, pretending such Books are beneath their Speculations, being by their Latin mounted into another Orb; but, the truth is, it is nothing but Ignorance and Envy, as in the former, by seeing their Imperfections in English laught at by Children.

All that know me, know I have a great Veneration for all sorts of Learning; and 'tis well known, that such as have taken Perfection in any Art or Science, are not so free to discourse of it in Company as the imperfect Bragadocia's. Take an Example or two of the English of those imperfect Grammarians. One wrote to an Upholster to furnish him with a *Desen* of *Chares* and a *Coach* for his *Hale* Chamber; another wrote to a Mercer to send him a *Patron* of his *Nuist Faushin Kallaminkkas*. Let what I have said of these our Enemies caution Parents to have their Children take some Perfection in Latin or English, as their Abilities will permit, or their

The Preface.

their Childrens parts attain. And I also caution Young-men to improve what they get at School by Study and Practice, and to be more wary what English slips from their Pens; and not think that their once being under able Masters will atone for their Faults, but that these Faults must reflect upon their Masters or themselves; but some of the more sottish sort will turn it off from themselves upon their Masters, when every sensible Man sees the Fault is in their own ill Humours.

As to the Method of Teaching English I here-present you, needs not many Directions, therefore I only advise all that teach by these Rules, to cause their Children to get every Answer ready without Book, and let not any Parent or Teacher be discouraged because they do not understand it themselves at first sight, but go on briskly, keep your Children close to it, encourage them by some small Rewards, to take pains in getting their Lessons ready, and by that time you have gone it once over you will find your selves capable of undertaking it a second time in earnest.

If your Scholars cannot write, you may omit the second Lesson of the use of Capitals, and pass to the third Lesson, and so on, cause them to distinguish between Vowels and Consonants, especially the *j* and *v* Consonant and

The Preface.

i and u Vowels, it being of good Use in reading and writing.

When they have learnt the Rules for Syllables, let them pronounce the Words at Lesson the Fifty Third by Syllables, distinctly on their Fingers. And at Lesson the Fifty Fourth, let them in reading the Words pronounce them distinctly by Syllables, as if divided by the Pen; but when they can write, let them divide them first according to the Rules, and then read them.

Then Conduct your Scholars thro' the Accents; as to the Points, you may omit them at first, only read them; but let such as can write make use of them as their Parts will permit.

Note, I do not measure the Pauses as some others, but as I direct the motion of the Voice in pronouncing one, *One, Two, &c.* in slow common time, it is much the same as others.

In Page 105, and forward, you have Words of like Sound, entered in such Order as I have found most useful to imprint the difference of spelling the Words, and their true Ideas in the Memories of Youth.

In Page 121 you have some Examples of the English of our honourable Ancestors; some may laugh at it, and thereby expose their rusty Teeth that will look as old as the English: But let such know, that we wish for some more able Pen to give us a fuller
Account

The Preface.

Account of that Point. I intended more Examples of that Nature, but that I find I have swell'd my Book to a greater Price than I intended.

Next you'll find somewhat of the Dialect of the West, in imitation of some Authors that send us down somewhat of that Nature from the East. I would not have any one think it our general way of Speaking, no, for any thing I can understand, we generally speak as near to the Dialect of the Pulpit and Bar as any in *Great Britain*.

I differ from some Authors in setting *f* among the Liquids or Semi-vowels, as being most proper for Children, whereas some set it among the Mutes, and indeed the Learned are not yet agreed upon this Point.

The *Geo. Dict.* says *f* is the same with double *F* or Greek Gamma, and so I find it stands in a British Alphabet that I have, as we now sound it; it bears near the same force with the Greek *phi*, but it seems in the time of *Claudius* it had the force we now give *v* Consonant, which our Vulgar yet retain; and *v* Consonant was then sounded as our *m*, and that *venta* was sounded *wenta*; then the Saxons put a *w* instead of *v* Consonant, and to that the Britains set before it a *g*, and turned *went* into *gwent*, &c.

I can-

The Preface.

I cannot trouble you with any more Examples of this Nature, nor with Lip, Tongue or Throat Consonants, for want of room, hoping to find these and many other such Curiosities in Dr. Jones's *Phonography*, which is expected in a short time.

And now, dear Country-men, I leave you to Practice, wishing you good Success in improving your Children in English. As to the Arithmetical Part (when your Children have gotten some Perfection in their English) let them learn it by heart, and if neither Teacher nor Learner understand the Use of the Rules, yet when they come to learn Arithmetick in earnest, it will be a great help to them and ease to their Master.

As for Practice upon the English Rules, it may be by any Book, except *Wallis* the Cobler of *Glocester*, I advise that that be laid aside, it trains up Children in Railery, Backbiting and Slandering, to the Shame of the Parties by whom 'tis favoured; but let the Bible take place in Schools, and every Day at Noons and Evenings to read two Chapters, so you will read over the Bible once every Year; let all stand in a circular form, and every one take his Verse as falls to his lot, and let the Teacher look in a Bible to see they read true and stop right.

The Preface.

In Country Families, let Winters Evenings and vacant Times be spent in this Exercise; single Persons may improve themselves the same way by minding to keep to the Rules in Reading. And if this prove useful I may in time furnish the ingenious young Countrymen with another useful Book. My Delight ever was, and yet is, to be as Serviceable to my Country as my Abilities render me capable.

J. W.

T H E

CONTENTS.

	Lesson
O F the sorts of Letters	I.
Of the Use of the Capitals	II.
Of the Numeral Letters	III.
Of the Vowels	IV.
Of the Sound of the Vowel a	V.
Of the Sound of e	VI.
Of the Sound of i	VII.
Of the Sound of o	VIII.
Of the Sound of u	IX.
Of the Diphthongs	X.
Of Diphthongs perfect and imperfect	XI.
Of the Latin Diphthongs	XII.
Rules for the Use of the Diphthongs	XIII.
To know when two Vowels do not make a Diph.	XIV.
Of Triphthongs	XV.
Of j and v Consonants	XVI.
Of y Consonant	XVII.
When to write y and not i	XVIII.
Of Words ending with y or ie	XIX.
Of Words ending in y that have an Ad- dition that begins with a Vowel }	XX.
	of

The Contents.

	Lesson
Of Words beginning with in or en	XXI.
Of silent Vowels.	XXII.
Of Consonants	XXIII.
Consonants divided into Mutes, Liquids, &c.	XXIV.
Of the Letter h	XXV.
Of e final for Ornament	XXVI.
Of e final to lengthen the next Vowel before it	XXVII.
How e alters the sound of c and g	XXVIII.
Of e final in Proper Names in the Bible	XXIX.
In what cases e must not be omitted	XXX.
In what cases e may be omitted	XXXI.
Of Consonants doubled	XXXII.
Of single and double l	XXXIII.
Of es in the ends of Words	XXXIV.
Of an Apostroph	XXXV.
Of Letters not sounded	XXXVI.
Of double and triple Consonants silent	XXXVII.
Of c and k single	XXXVIII.
Of c and k together.	XXXIX.
Of the Sound of ch	XL.
Of f and ph	XLI.
Of the Sound of g	XLII.
Of c and s	XLIII.
Of the Use of f	XLIV.
Of ti and si	XLV.
Of a, an, thy, my, mine, and thine	XLVI.
Of than, then, their, there	XLVII.
Of Words primitive and derivative	XLVIII.
Of Compound Words	XLIX.
Of double Consonants	L.
Of triple Consonants	LI.
	of

The Contents.

	Lesson
<i>Of Syllables</i>	LII.
<i>To know how many Syllables there are in a word</i>	LIII.
<i>To divide Words into Syllables</i>	LIV.
<i>Examples of Words divided by the foregoing rules</i>	LV.
<i>Of Accents and Pronunciation</i>	LVI.
<i>Of accenting Words of many Syllables</i>	LVII.
<i>To accent Words in ation, ition, &c.</i>	LVIII.
<i>To accent Words in ary</i>	LIX.
<i>To accent Words that have an addition.</i>	LX.
<i>To accent Words ending in ize or ure</i>	LXI.
<i>To accent a Noun and Verb when written alike</i>	LXII.
<i>To accent Words of two Syllables</i>	LXIII.
<i>Of the Stops and Points</i>	LXIV.
<i>Of a Comma</i>	LXV.
<i>Of the Semicolon</i>	ibid.
<i>Of a Colon</i>	LXVI.
<i>Of a Period</i>	LXVII.
<i>Of an Interogation</i>	LXVIII.
<i>Of an Admiration</i>	LXIX.
<i>Of a Parenthesis</i>	LXX.
<i>Of a Parathesis</i>	LXXI.
<i>Of a Hyphen</i>	LXXII.
<i>Some Contraction</i>	LXXIII.

	Page
<i>Directions for Use of the Alphabets</i>	72
<i>Words of like Sound</i>	105
<i>Some Examples of the Alteration of English</i>	121
<i>Some Examples of the Dialect of our Vulgar.</i>	126
<i>Some Rules of Arithmetick</i>	128

I Advise that all Children, after they know their Letters, be brought to sound these Syllables perfectly, a thing neglected by too many that have the first Tuition of Children.

ab ac ad af ag ak al am an ap ar as at ax
eb ec ed ef eg ek el em en ep er es et ex
ib ic id if ig ik il im in ip ir is it ix
ob oc od of og ok ol om on op or os ot ox
ub uc ud uf ug uk ul um un up ur us ut uz
ba be bi blo bo bru ca da fa la ma na pa ra
sa ta va wa ca ce ci co cu cy da de di do
du dy fa fe fi fo fu fy ga ge gi go gu gy
la le li lo lu ly ma me mi mo mu my
na ne ni no nu ny pa pe pi po pu py
qua que qui quo quy ra re ri ro ru ry
ka ke ki ko ku ky sa se si so su sy
ta te ti to tu ty va ve vi vo vu vy
re ge ne ra ti on, im mor ta li ty.

THE

THE

Country-Man's

Conductor,

In Reading and Writing

True *ENGLISH*.

Lesson I.

Q. *How many sorts of Letters have we?*

A. There are three sorts commonly in Use with us: 1. The *Roman*, 2. The *Italic*, 3. *Black English*. Of each of these there are 24 Great, Capital Letters, (to be used in particular cases hereafter-mentioned) and 24 Small Letters. Which are as followeth.

B

A B

A B C D E F G H I K L M N O P Q R S T
U V W X Y Z.

a b c d e f g h i k l m n o p q r s t u v w x y
z &.

A B C D E F G H I K L M N O P Q R S T
U V W X Y Z.

a b c d e f g h i k l m n o p q r s t u v w x y z.
A B C D E F G H I K L M N O P
Q R S T U V W X Y Z.

a b c d e f g h i k l m n o p q r s t u v w
x y z.

Lesson II.

Of the Use of the Capitals.

Q. *In what Cases must the Capitals be used?*
A. The Capitals must be used in these following Cases:

1. In the beginning of any Writing ; as, Be-
ware of Sin.

2. After a Period or Full-point, which is made
thus (.): and sometimes after a Colon, which is
this Stop (:) if the Matter be distinct from what
went before.

As in Example ;

An industrious Scholar deserves Encourage-
ment, an idle Scholar Correction ; thievish Boys
de-

deserve the Bridewel, and honest Lads Trust and Confidence.

3. Every Verse in Poetry must begin with a Capital ; as,

*Serve God, read, write, pray and meditate,
Prize Time, love Labour, to be idle hate.*

4. The more eminent Words in a Sentence may begin with a Capital, and also all Words on which you would lay an Emphasis ; as in the 3d Case, the Words God, read, write, meditate, may each begin with a capital or great Letter.

5. The Personal Pronoun I, must always be a Capital ; as, I am, I will, I can : This would look ill should they be small ; as, i am, i will, can.

6. All proper Names of Men and Women must begin with a Capital ; as, John, George, Mary, Anne. And also all Sir-names ; as, Walrond, Davy, Carew : They would look ill should they begin with small Letters ; as, iohn, george, anne, walrond, davy, carew.

7. The Names of Months must begin with a Capital ; as, January, February, March, &c.

8. All Cities, Towns, Villages, Parishes, Kingdoms, and all Places in general must begin with a Capital ; as, England, Scotland, France, Ireland, London, Exon, Bristol, &c.

9. All Names of Dignities must begin with a Capital ; as, King, Duke, Earl, Viscount, &c.

10. All Names of Arts, Sciences, and all Implements belonging to them, and the Manager or Superintendent of any of these, must begin with a great Letter; as, Grammar, Arithmetick, Grammarian, Arithmetician.

11. All Numbers written in Words at length must begin with a great Letter; as, One, Two, Three, Twenty, Thirty, &c.

12. When you cite the Saying of another, the first Word of the Recital must be a Capital; as, *God said, let there be Light*: here the first Word of the Recital is Light, and must have a Capital.

Lesson III.

Of the Numeral Letters.

Q. *How many Letters are used to express Numbers?*

A. There are seven of the Letters used to express Numbers, and are, I, V, X, L, C, D, M.

Q. *What doth each of these stand for?*

A. I stands for One. V for Five, X for Ten, L for Fifty, C for One Hundred, D for Five Hundred, M for a Thousand.

Q. *What if two of these Numeral Letters stand together?*

A. When a lesser Numeral Letter stands before a greater, it lessens the greater by so much.

as the lesser is in Value ; but if a less follow a greater, then is the greater Numeral augmented to much as the lesser Number is in Value.

Example ;

X of it self is Ten, if I be set before it thus, IX, it is but Nine ; but if I follow it thus, XI, it is Eleven.

This following Catch upon V and I, may serve to fix this Rule in the Memories of Children.

*When V and I together meet,
We make up VI in House or Street ;
Yet V and I may meet once more,
And then we Two can make but IV ;
But when that V from I are gone,
Alas poor I can make but One.*

Q. What if a Line be drawn over the Head of a Numeral Letter ?

A. When a Line is drawn over the Head of a Numeral Letter, it is then a Thousand times its own Value.

Thus \overline{v} is Five Thousand, \overline{x} Ten Thousand.

Lesson IV. Of the Vowels.

Q. What is a Vowel ?

A. A Vowel is a Letter that hath a full and perfect Sound of it self, without the help of any other Letter.

Q.

Q. How many Vowels are there ?

A. There are six Vowels, a, e, i, o, u, y.

Lesson V.

Of the Sound of each Vowel.

Q. How is the Vowel a sounded ?

A. 1. A is sounded short before a single Consonant; as, Hat, Can.

2. A is sounded long and slender in Words that end in e; as, hate, cane, make.

3. A is sounded long and broad like au Diphthong; before ld, lk, ll, lt; as, bald, talk, fall, halt.

Lesson VI.

Of the Sound of e.

Q. How is the Vowel e sounded ?

A. 1. E between two Consonants is sounded short; as, then, men, get.

2. E sounds long when it is a Syllable of itself; as, even, coequal.

3. E sounds long in the end of Words; as, there, where.

4. E has the Sound of ee in me, he, be ; but this is by custom, such Words were better written with ee ; as, mee, hee, wee, or had its Sound distinguished by an Accent.

Lesson VII.

Of the Sound of the Vowel i.

Q. **H**OW is the Vowel i sounded ?

A. 1. **I** before a Consonant is always short (if not made long by e final) as, did, fill, pin.

2. In Syllables ending in e, i is always long ; as, bite, fine, pine, thine, mine : i is also long before gh ; as, nigh, high, fight, bright.

3. **i** Has an obscure Sound before r (like u short) as, third, bird, first.

Lesson VIII.

Of the Sound of o.

Q. **H**OW is o sounded ?

A. 1. **O** between two Consonants is sounded short ; as, not, come, stop.

2. It is made long by e final (as all other Vowels are) as note, whome, more.

3. O is sounded obscure (like short u) in London, love.

Lesson IX.

Of the Sound of u Vowel.

Q. **H**OW is the Vowel u sounded?

A. 1. **H**U between two Consonants is short; as, put, full.

2. U is made long by e final (as the other Vowels are) as, rule, mute; and also by custom u is long in *Ruth*, truth.

Lesson X.

Of Diphthongs.

Q. **W**Hat is a Diphthong?

A. When two of the Vowels are sounded with one Motion of the Voice it is called a Diphthong.

Q. How many Diphthongs are there?

A. There are 23 Diphthongs; as, ai, ei, oi, au, eu, ou, ay, ey, oy, aw, ew, ow, ee, oo, ea, oa, ie, eo, ui, oe, ua, ue, uo.

Lesson XI.

Of Diphthongs perfect and imperfect.

Q. **W**hat is a perfect Diphthong?

A. A perfect Diphthong is when both Vowels are sounded; as, ai in faith, oi in void, au in laud, eu in Eunuch, Eulogy, ou in our, ow in how, ee in feed, oo in Book, oy in joy.

Q. What is an imperfect Diphthong?

A. An imperfect Diphthong is when one of the Vowels is but little sounded: as, o in People, e in Field, u in Guard.

Q. What other Diphthongs are there?

A. There are four other Combinations, as, wa, we, wi, wo, by some learned Men, reckoned amongst the Diphthongs, & they are only in these Words under, that I can think of: viz. wa in thwart, Dwarf, we in twelve, twenty, wo in two, and wi in twist, twinkling.

Lesson XII.

Of the Latin Diphthongs.

Q. **H**OW many Latin Diphthongs are there, and of what Vowels are they composed?

A. There are two Latin Diphthongs, one of them

them is made of a and e, thus æ, the other composed of o and e, thus œ: instead of the we use e only; as, equity, female, Phenix, Tragedy: which in *Latin* are written æquitas, fenix, Tragedia.

But in many proper Names these are retained to shew their Original: as, *Abura* a City in Spain, *Ælius* a Man's Name, *Æmia* a Woman's Name, *Ætna* a burning Mountain, *Ægea* a Sea, *Æneas*, *Ægypt*, *Æthiopia*, *Æsop*, *OEconomy*.

Lesson XIII.

Rules for the Use of the Diphthongs

FOR the better forming of Rules for the Use of Diphthongs, some divide them into long and short Diphthongs. The short Diphthongs are, ai, ei, oi, au, eu, ou: These take place in the beginning or middle of Words: as, Air, either, Oil, paid, Author, Eunuch, out.

Q. Which are the long Diphthongs, and when do they take place?

A. The long Diphthongs are, ay, ey, oy, ew, ow: and these must end Words; as, may, they, joy, law, new, now.

Note, No Word ends with a single u, but thou and you. *Note also,* That ow hath a twofold Sound: as in this Example, I want strength to bow the Bow, you may mow the Grass, the

at the Cow : some add an e to those of the flat
 sound, as sowe, mowe, owe, : others think Cow,
 low, and such like, may be written Cou, Sou,
 they having the same Sound as thou.

Lesson XIV.

*To know when two Vowels do not make
 a Diphthong.*

Q. *Do not two Vowels always make a Diphthong?*

A. **D** No, for sometimes such Vowels do not
 happen to be sounded in one Motion of the Voice,
 but in pronouncing the Word they will be sepe-
 rated, and one of the Vowels will take place in
 one Syllable and the other in another Syllable.

Give an Example.

Cre-ate : here ea is not a Diphthong, for the
 e takes place in the first Syllable, a in the lat-
 ter.

Q. *What Rule is there to distinguish such Words
 from others that have Diphthongs?*

A. Such Words are to be distinguished by two
 Picks set over the latter of the Vowels that thus
 divide themselves, which Mark is by the Learned
 called a *Diërisis*, and in reading, that Vowel over
 which the two Picks are, must be parted from the
 Vowel before it : As in these Words,

Ea is parted in Beatitude, Genealogy, Ocean,
 real, Sergeant, théâtre, Vengeance.

Ei

Oa is parted in Coaction, Coajutor.

Ei is parted in Atheist, Deity.

Ui is parted in Ambiguity, Fruition.

Ie i is parted in Briar, Audience, Gaiety.

Eo is parted in Dungeon, hideous, Meteor, geon.

Ee is parted in preëminence, reënter, reëdify.

Most proper Names in the Bible have the Vowels thus parted, as Capernaüm, Laish, pheüs, Gilboab, except Cain and Tendas, and such as begin with eu, as Eunuch, Entychus.

Lesson XV.

Of Triphthongs.

Q. W *What is a Triphthong?*

A. When three Vowels are sounded in one Syllable it is a Triphthong, as in Beauty, adieu.

Q. *How many Triphthongs are there?*

A. There are seven Triphthongs, as eau, ie uai, uea, uie, uoi.

Q. *Give an Example of Words to each Triphthong.*

A. Eau is in Beauty, Beaumont. Portmanteau. Ieu is in lieu, adieu, view, Lieutenant.

Uee is in Queen.

Uai is in quail, quaint, acquaint.

Uea is in quean, queasy, squeak.

lie is in Squie-z.

loi is in quois, quoit, quoin of a Wall.

Lesson XVI.

j and v Consonants, or jod and ve.

HOW are *j* and *v* Consonants distinguished from *i* and *u* Vowels?

A. By a different Shape, *v* when a Consonant be thus *v*, when a Vowel thus *u*.

j when a Consonant thus *j*, when a Vowel thus *i*.

When *j* and *v* are Consonants, you must call *j* and *v* *ve*.

Q. When do *j* and *v* become Consonants?

A. *J* and *v* become Consonants when they be before another Vowel in the same Syllable, Joy, June, vain, invent, void, vulgar.

Q. What Sound hath *j* when a Consonant?

A. *J* Consonant, or jod, hath the Sound of *g*, as Joy, Justice, Jonas.

Q. What Sound hath *ve*, or *v* Consonants?

A. *V* when a Consonant hath the Sound of *f* as Vain, Voice, Vine, view. And in all words that end in *ve*, *v* is a Consonant, and hath lost Sound, as love, move, have.

Lesson

Lesson XVII.

Of y Consonant.

Q. When is y a Consonant ?

A. W **Y** is a Consonant when it begins a Word or Syllable, for then always a Vowel follows it, as yet, beyond, but y always keeps its own Shape, and at all other times has the Sound of a Vowel, but when a Consonant its Sound differs very much from a Vowel and jod.

As in Example :

Yet, jet, yew, jew, yoke, joke, yest, jest.

Lesson XVIII.

When to write y and not i.

Q. When may y be set in stead of i ?

A. W The Learned will have y set in the middle of such Words as are derived from the Greek, of which these following are some.

Apochrypha, Alchimy, Clyster, Crystal, Cymbal, Cypreis, Egypt, Hypocrite, Analysis, Myriads, Nymph, Beryl, Sychar, Sympathy, Synagogue, Tyrant, Martyr, tyre, Physick, Cypher, Cylinder, Cycle, Hydrography, Hyperbolical, Hypoteneuse, Pyramid, Synopsis.

Lesson

Lesson XIX.

Of Words ending with y or ie.

MAY Words ending in the Sound of y, have y or ie?

A. Words that end with the Sound of y, may either with y or ie, but most do terminate in Words with y; as easy, plenty, comely, &c.

Some will have Nouns end with y; as, to tell ye; and Verbs with ie; as, to lie down.

Lesson XX.

Words ending in y, that have an Addition, that begins with a Vowel.

WHat is to be done with Words ending with y, when an Addition happens that begins with a Vowel?

A. When Words ending with y have an Addition that begins with a Vowel, as eth, ed, ing, then y must keep his place; as bury, burying, &c.

Q. Why may not i take the place of y in the end of such words?

A. Because

A. Because no English Word ends with i alone, nor will two i's look well in the middle of an English Word, except one of them be a jod.

What if the Sound of a Word or Syllable ending in y be long?

A. If the Sound of y be long it is joyned with one of the Vowels, and so becomes a Diphthong; as in obey, Survey, Key, Day, Toy: but if it have a short Sound the Vowel must be omitted; as Mony, holy, body, study.

Lesson XXI.

Of Words beginning with in or en.

Q *If Words begin with in or en which of them must be used?*

A. Words beginning with in or en, do begin with which the Printer pleaseth to set; but some Learned would have e dismiss and i to take place, as imploy, intire, inquire.

Lesson XXII.

Of silent Vowels.

Q *What do you mean by silent Vowels?*

A. **W** By silent Uowels, I mean such Vow-

els

els as have little or no sound, and seem needless and of no use in some Words.

Q. May not such Vowels be left out in Writing?

A. No, such Vowels must not be omitted, for then the Word would be turn'd to another meaning.

Q. Give an Example of some such Words.

A. 1. *E* is not founded in *George*, yet it must not be left out, for then the Word would be *gorge*. The like must be observ'd in all Syllables and Words where *e* follows *g*, for *e* alters the force of *g* from hard to soft, and it also softens the sound of *c*.

2. *E* in the end of a Word, where it lengthens the Syllable must not be omitted, for thereby the *Mane* of a Horse would be *Man*, a *Cane* to walk with would be *can*, *hate* would be *at*, *Cate* would be *Cat*, *pine* would be *Pin*, and *Wine* would be *win*.

3. If *e* be left out of *fear*, it would be *far*, and *tear* would be *Tar*, and *wear* would be *War*.

Lesson XXIII.

Of Consonants.

Q. What is a Consonant?

A. **W** A Consonant is a Letter that hath no power of its own to form a Syllable, or any articulate Sound, but takes one or more of the Vowels to its assistance. **C** Some

Some begin their Sound with *e*, as *ef*, *el*, *em*,
en, *er*, *es*, *ex*, *ez*.

Some end their Sound in *e*, or *ee*, or *a*; as *b*,
e, *d*, *f*, *g*, *k*, *p*, *q*, *t*.

Lesson XXIV.

*The Consonants divided into Mutes,
Liquids, and Double Consonants.*

Q. *What is a Mute?*

A. A Mute is a Letter whose Sound terminates in a Vowel.

Q. *How many Mutes are there?*

A. There are eight that end so; as *b*, *c*, *d*,
g, *k*, *p*, *q*, *t*.

Q. *What is a Liquid?*

A. A Liquid is a Letter whose Sound begins with *e*.

Q. *How many Liquids are there?*

A. Five, as *ef*, *el*, *em*, *en*, *er*.

Q. *Why are they called Liquids?*

A. They are called Liquids because they meet or lose their force after a Mute in the same Syllable, as *l* in *glean*, has not the same force with *l* in *lean*, nor in *blame* as in *lame*.

These Liquids are by some called Half-Vowels.

Q. *How many double Consonants are there?*

A. The double Consonants are two, *x* and *z*.

Q. *Why*

Q. Why are they called double Consonants ?

A. Because each of them hath the force of two Consonants, & hath the force of *cs*, as in explain ecplain, exasperate ecasperate, exploit ecsploit, extend ecstend. *Z* hath the sound of *s*, say the Learned.

Lesson XXV.

Of the Letter *h*.

H, is not a Letter, but a Note of Aspiration or Breathing; nor is it sounded in Hebrew (as the Learned say) but *Hierusalem* with an *H*, is the same as *Jerusalem* without an *H*.

Q. Why then is h allowed to be a Consonant ?

A. In our Language *h* must take place among the Consonants, for we cannot want it, and our Language would be imperfect without it; for it serves to soften the sound of *t* and *s*, as in the, thy, shall, shame; and with *w* forms many Words which we cannot pronounce without it; as what, when, why.

Lesson XXVI.

Of e final for Ornament.

Q. *What do you mean by e final ?*

A. When *e* is the last Letter of a Word, that Word is said to have an *e* final.

Q. *Of what use is e final ?*

A. 1. For Ornament, 2. For lengthening the Syllable, 3. For altering the sound and force of some Letters.

Q. *In what Words is e set only for Ornament ?*

A. In Words ending in *m*, *l*, *r*, *o*, and *ss*; as in *some*, *done*, *cavile*, *theatre*, *doe*, *passee*.

Q. *Why may not these Words end with e ?*

A. Because it makes the Word one Syllable more than it should be; for a Stranger would read these Words thus, *so-me*, *do-ne*, *ca-vi-le*, *the-a-tre*, *pas-se*. Therefore *e* ought to be omitted in the end of Words, except where it is of more use, as in the following Lessons.

Lesson XXVII.

Of e final that lengtheneth the next Vowel before it.

Q. *How doth e final lengthen the next Vowel before it ?*

A.

A. E

A. *E* final lengthens the next Vowel before it, and thereby makes a long Syllable, which else would be short; as in these, fine, fate, bare, care; without the *e*, these Words would be fin, fat, bar, car.

But it were better (if the Learned would permit) to have such Vowels lengthened by an Accent; as, I shall win the *Win*, I *hāt* this Hat of *min*: This would look strange 'till it come in fashion, but in time would set as tite as Top-knots do now.

Lesson XXVIII.

Shews how e alters the sound of c and g.

Q. *H*OW doth *e* alter the sound of *c* and *g*?

A. *H* *E* alters the sound of *c* and *g* from hard to soft.

Q. *What sound hath c before e?*

A. *C* before *e* hath a soft sound like *s*; as face, trace, lace; omit the *e*, and then *c* takes the sound of *k*; as fac, trac, lac.

Q. *What sound hath g before e?*

A. *G* before *e* in the end of Words hath a soft sound; as stage, rage, huge, finge; take off the *e* and *g* assumes a hard sound, and the Words would be stag, rag, hug, sing. It would be well if we had two different Characters for each, as we have for *i* and *u*.

Lesson XXIX.

Cf e final in proper Names in the Holy Bible.

Q. *W* *Hat is to be observ'd of e in proper Names in the Bible?*

A. *E* in the end of proper Names in the Bible makes a Syllable, either by it self, or joyn'd with the next single or double Consonant that comes before it; as *Jes-se*, *Juby-le*, *Mam-re*, *Clo-e*; except *Theatre* and *Tyre*.

Lesson XXX.

In what Cases e must not be omitted, tho' not sounded.

Q. *W* *Hat is the first Case in which e must not be omitted?*

A. 1. All Words ending in *i* and *u* must have an *e*, for no Word ends with *i* or *u* alone, but *thou* and *you*.

Q. *What is the second Case in which e must not be omitted?*

A. 2. All Words ending in long *f* must have an *e*; as *Horse*, *cease*, *disease*, *verse*, *Nurse*.

3. All Words whose last Syllable is lengthened by *e*, if full be added to it, the *e* must not be omitted; as hateful, shameful, grateful. If the *e* be left out the Words will be, hatful, shamful, gratful.

Q. What is the fourth Case?

A. 4. All Words ending in *ce* or *ge*, when any thing is added to it, must retain the *e* to keep the force of *c* and *g*; as peace, peaceable, change, changeable; if the *e* be left out the Words would be peacable, changable. But *dg* may have the *e* omitted; as judg, judgment, judging.

Lesson XXXI.

In what Cases e may or ought to be omitted.

Q. What is the first Case in which e ought to be omitted?

A. If Words ending in *e* have any thing added to them that begins with a Vowel, then the *e* must be left out; as love loving, hate hating, game gaming, carve carving, nature natural, fate fatal.

Q. What is the second Case in which e ought to be omitted?

A. 2. All Words of one short Syllable may pass without an *e*; as som, com, Kingdom Wisdom.

Q. What is the third Case ?

A. 3. Words ending with two Consonants must not have an e ; as kill, thorn, turn, back.

Q. What is the fourth Case in which e ought to be omitted ?

A. 4. E must not be set to a Syllable made long by a Diphthong ; as Gain, Coin, Field, Book : except it be to give a right sound to f, c, g, and v ; as in please, peace, siege, leave.

What is the fifth Case in which e ought to be omitted ?

A. If to Words ending in able or ible, ly be added, the e is lost, and y takes its place ; as miserable miserably, honourable honourably.

Lesson XXXII.

Of Consonants doubled.

Q. MAY a Consonant be doubled in one Syllable ?

A. 1. A Consonant doubled in one and the same Syllable is, for the most part, needless, and meerly custom ; as add, Rodd, Warr ; such Words would sound as well with single Letters ; as ad, Rod, War.

Q. When must a Consonant be doubled ?

A. 2. When the sound rests hard upon a Consonant in the middle of a Word, and the Syllable sounds short, the Consonant must be doubled ; as accord, Adder, bitter, fellow, passion, possession, suffer, Apple, supper, Grammar, Tanner, Abbot.

Lesson

Lesson XXXIII.

Of single and double l.

Q. **W**hen may the *l* be doubled?

A. **W**. First, *l*, in all Words of one Syllable, having a single Vowel going before it, must be doubled; as Ball, Bell, will, full.

Secondly, If a Word ending in *l* have a Diphthong before it, then the *l* must be single; as Pail, Veal, Wool, Oyl, heal.

Thirdly, If to a Word ending in *ll*, any thing be added that begins with a Consonant, one of the *l*'s must be omitted; as full fulness, fulfil.

Fourthly, If a Word ending in double *l* have a Consonant added to it, one of the *l*'s is lost; as shall shalt.

Fifthly, When to a Word ending in double *l*, any thing be added that begins with a Vowel, the double *l* remains; as fill filling, filled, call calling.

Sixthly, All Words of more than one Syllable must have a single *l*; as Numeral, Rebel; except Words that have the Accent on the last syllable; as Rebell, he is a Rebel that rebells against his King.

Lesson XXXIV.

Of es in the end of Words.

Q. **W**hen doth *es* make a Syllable ?

A. **W** First *es* makes a Syllable in all proper Names, except *Charles* and *James*; as *Moses Pharez*.

Secondly, In all Words made plural by *es*, *es* makes a Syllable; as *rich riches*, *branch branches*, *Witch Witches*.

Q. When is *es* not to be taken for a Syllable ?

A. In Plurals of one Syllable and Word made long by *e* final; as *Mames*, *Fates*, *Grates*.

Lesson XXXV.

Of an Apostroph.

Q. **W**hat is an Apostroph ?

A. **W** An Apostroph is a Comma set over a Word that is contracted by the omission of a Vowel or Syllable, and must be set over that part of the Word where the Vowel or Syllable should have been.

As in this following Example ;

'Tis strange to think what's th' meaning of all this Ale-house-banter ; it's thought some of 'em want Wisdom to throw away so much W

on Sots ; e're I suffer this long, I'll sell my House
with' Appurtenances, and get o'er the Channel
into France.

Q. How are these Words contracted by the Apostroph?

A. It is, is contracted into 'tis.

What is, is contracted into what's.

The meaning, into th' meaning.

It is, into it's, of them, into of 'em.

Before, into e're, I will, into I'll.

With the Appurtenances, into with' Appurtenances, over, into o'er.

Q. What is the second Use of an Apostroph?

A. Secondly, By this the Genetive Case is often set before the Nominative Case ; as, my Father's House, for, the House of my Father ; my Neighbour's Wife, for, the Wife of my Neighbour.

Q. What is the third Use of an Apostroph?

A. Thirdly, Participles ending in *ed* are often contracted by an Apostroph ; as moved, loved, starved, are hereby contracted to lov'd, mov'd, Starv'd.

Lesson XXXVI.

Of Letters not sounded.

SOME Letters, though not sounded, must not be omitted in Writing.

Q. In

Q. In what Words is b silent ?

A. B is not sounded in debt, doubt, subtil with their Compounds: nor is *b* sounded in Words ending with *mb*; as dumb, Womb, Lamb, climb, Comb.

Q. In what Words is c silent ?

A. C hath no sound in Scene, scent, ascend, ascent, Scepter, Sciatica, Conscience, Scythian, indict.

Q. In what Words is h silent ?

A. H has no force when it follows *r* or *sc*; as Rhume, Rhodes, Rhene, Rhetorick, Schedule, Schism.

Q. In what Words is g silent ?

A. G is silent in flegm, reign, feign, sign, foreign, Sovereign, Seraglio, Grand Seignior, the great Turk.

Q. In what Words is n silent ?

A. N is silent in Autumn, Column, Hymn, condemn, contemn.

Q. In what Words is p silent ?

A. P is of no force in tempt, exempt, receipt, Symptom, Psalm, Psalmist, Psalter, Psalmody.

Q. In what Words is s silent ?

A. S is silent in Isle, Island, Islander, Viscount, Viscountess.

Q. How must these Words be pronounced in reading ?

A. These Words in reading must be sounded as if written, Ile, Iland, Ilander, Vicount, &c.

Q. Why are these Letters retain'd and not sounded ?

A. The

A. The reason of retaining those Letters is partly from custom, and also to shew whence they are deriv'd; as debt and doubt retains the *t* to shew they are deriv'd from *debitum* and *dubium*, sign retains the *g* to shew it is deriv'd from *signum*, and Psalm and Isle retains the *s* because they are deriv'd from *Psalms* and *Insule*; as say the Learned.

Lesson XXXVII.

Of double and triple Consonants silent.

Q. *In what Words is ch silent?*

A. *Ch* is of no force in Schedule, Schism, schismatick, Drachm.

Q. *In what Words is gh silent?*

A. *Gh* after *i* in the same Syllable is only an Aspiration, and then the *i* is always long; as high, Nighbour, sigh, light, eight, right.

Gh is also silent after *au* and *ou*; as laugh, taught, fought, thought; and without another Consonant follow it, it has always the sound of *g*, as in laugh, &c.

But this sound after *u* is expressed by *f* doubled; as Muff, Buff; and the beginning of Words *gh* is hard, as Ghost.

Q. *In what Words is ue silent?*

A. *Ve* is silent after *g* and *q* in the same Syllable; as Relique, Tongue, Dialogue, prorogue; in

in these Combinations of *que* and *gue* (after *i* and *o*) the *i* is short the *o* long.

Lesson XXXVIII.

Of *c* and *k* single.

Q. **H**OW doth *c* vary in its force and sound?

A. **H**C before *a*, *o*, *u*, is sounded hard like *k*; as *care*, *come*, *cure*.

Q. What other sound hath *c*?

A. Before *e*, *i*, and *y*, *c* hath the sound of *s*; as *cease*, *cite*, *cymbal*.

The force of *c* is best understood by pronouncing this often, *ca*, *ce*, *ci* *co*, *cu*, *cy*.

In which, observe to cause the Learner to sound it hard, as *k* before *a*, *o*, *u*, and soft, as *s* before *e*, *i*, *y*.

Q. What sound hath *c* with the Latin Diphthong?

A. A soft sound, as *s*; as in *Casar*, *cælestial*.

Q. When must *k* take place?

A. When the sound of *k* falls on *e*, *i*, *ee*, or *n*, then *k* takes place and not *c*; as *Key*, *kill*, *keep*, *Knife*.

Lesson

Lesson XXXIX.

Of *c* and *k* together.

When must *c* and *k* be joyned together?
 When the sound rests hard upon *k* after a Vowel in Words of one short Syllable; as lack, stock, thick, luck.

Q. When doth *k* stand without the *c*?

A. When the hard sound falls upon *k* after a consonant, then *c* leaves his Friend *k*, and *k* stands alone; as bank, bark, work, lurk. *k* stands alone in Syllables and Words made by *e* final; as bake, rake, &c. *k* must stand alone when it follows a Diphthong; as book, seek, leak, choak, cheek.

Lesson XL.

Of the sound of *ch*.

What is to be observ'd of *ch*?
Ch hath two sounds, a hard and a soft sound.

Q. When hath *ch* a soft sound?

A. *Ch* is sounded soft in all Words that are properly English, and such are (for the most part) our Words of one Syllable; as such, Church, much,

much, touch, Coach, preach, teach, Chalk
Chequer, Child, choak.

Q. But ch hath sometimes a t set before it, how shall we know when the t must take place with ch?

A. When the Syllable is short and the sound rests hard upon ch, then ch must have a t; as watch, catch, fetch, thatch, match.

Q. When hath ch a hard sound?

A. Ch in all proper Names in the Bible is sounded hard like k, except in some few; as Rachel, Cherubim, Tychions: ch hath also a hard sound in Terms of Art.

Q. Let me hear you read these following Words and sound ch hard:

<i>Antioch</i>	<i>Chalcedony</i>	<i>Chyromancy</i>
<i>Baruch</i>	<i>Chamois</i>	<i>Character</i>
<i>Chios</i>	<i>Charran</i>	<i>Chymera</i>
<i>Chorazin</i>	<i>Melchizedeck</i>	<i>Eccho</i>
<i>Chronicles</i>	<i>Nebuchadnezzar</i>	<i>Inchiridion</i>
<i>Michael</i>	<i>Alchymy</i>	<i>Mechanical</i>
<i>Achan</i>	<i>Anchorite</i>	<i>Melancholy</i>
<i>Malchus</i>	<i>Chnos</i>	<i>Sepulchre</i>
<i>Chilion</i>	<i>Cholor</i>	<i>Architect</i>
<i>Choos</i>	<i>Chyle</i>	<i>Archangel</i>

Q. What other Words have ch soft?

A. All Words that have the Particle Arch for Dignity, have the ch soft; as Arch-bishop, Arch-duke.

Lesson XLI. Of f and ph.

Q. *What sound must ph have ?*

A. *Ph*, both in the beginning and end of Words or Syllables, must have the sound of *f*; as Philosophy, Blasphemy, Ralph,

Q. *What Words must be written with f not ph ?*

A. All Words of one Syllable, that have the sound of *f*, must have *f* not *ph*; as face, figure, fortune, safe, belief; except Ralph, which is but a contraction of Radulph or Rodulph.

Q. *In what Words must ph be set ?*

A. *Ph* is set in Words derived from the Greek and Hebrew, of which these under are the most that the Learned informs us of.

Phaleg

Phallu

Phannuel

Pharaoh

Pharez

Phuravah

Pharosh

Pharpar

Phaseah

Phebe

Phygellus

Phenicia

Phenice

Philadelphia

Phylemon

Phylacteries

Phyletus

Phylip

Phylistia

Phylologus

Physician

Phylosopher

Phyneas

Phlegon

Phrygia

Phurah

Phut

Phantasy

Phlebotomy

Phenix

Philtre

Philosophy

Phrensy

Phrenetick

Physick

Physiology

Pheasant

Emphasis

Blasphemy

Triumph

Pharisee

D

These

*These following Words with Ph you will meet with in
History and Mathematicks.*

- M** *Ichocsmography*, a description of Man.
Phases, the several shapes of the Moon.
Phedra, a Woman's name.
Phemone, a Woman's name.
Phenomena, Appearances.
Phalaris, a Man's name.
Phalarated, adorned.
Phantasm, a Vision.
Pheon, the head of an Arrow.
Philanthropy, love of Man.
Phylargery, love of Silver.
Phyllis, a Woman's name.
Phylology, the Study of Speech.
Phylomel, a Nightingale.
Phebus, the Sun.
Phosphor, the Morning-Star.
Phrases, proper Forms of Speech.
Cypher, a Null in Numbers.
Physiognomy, the Features of the Face.
Phasm, a horrible Vision.
Polyphemus, a Man's name.
Philosophaster, a Counterfeit-Philosopher.
Phlebotomy, cutting a Vein to let Blood.

Lesson XLII.

Of the sound of g.

Q. **W**hat sound hath g?

A. **G** hath two sounds, a hard and a soft:

Q. When hath g the hard sound?

A. 1. **G** hath always a hard sound before *a*, *u*; as God gave, good, gulph.

2. **G** hath always a hard sound before the Diphthongs made of those Vowels; as guide, gain, gout, good, goal, gile. Before other Vowels *g* is variable and uncertain, as are the humors and minds of Mankind, sometimes hard and sometimes soft, with one and the same Vowel; as,

3. **G** before *i* is sometimes hard and sometimes soft.

Q. Give an Example of Words in which *g* is hard before *i*.

A. 4. **G** is hard in give, giddy, gimlet, girt; and all proper Names in the Bible that begin with *gi* have the *g* hard; as Gibeah, Gilboah, Gilgal, Gibeon.

Q. In what Words is *g* soft before *i*?

A. 5. In Giant, Ginger, Gibbet, Gilliflower, Engine, gingle, gelly.

Q. Before what Vowels doth *g* vary?

A. 6. **Ge** before *d*, *l*, *r*, *s*, hath sometimes a hard sound and sometimes a soft sound; as, *ge*

is hard in hanged, finger; and *ge* is soft in stranger, estranged, gelly, gentry, Burgeses.

7. *Ge* with *m* and *n* has always a soft sound like *j* Consonant; as Gemn, Ginger.

8. If to a primitive ending in *g* or *ge* any thing be added, *g* retains the same sound it had in the primitive; as hang hanged, hanging.

In strange, range, change, engage, *g* is soft, and so it must be sounded in stranger, ranging, changed, singe singed.

Q. What sound hath ge in the end of Words?

A. 9. Ge in the end of Words hath always a soft sound; as stage, gauge, alledge, College, oblige, besiege.

Q. What sound hath ge before r?

A. 10. Ge before *r* hath commonly a hard sound; as anger, finger, meager, stagger, ring-er. And *ge* hath also a hard sound before *t*; as get, beget, forget; and if *g* be hard in a Syllable sounded long, it must have *ue* added to it; as Plague, Tongue, Rogue, Catalogue, pro-rogue, Prologue: beware in reading you do not make a Syllable of *gue*; as Ca-ta-lo-gue, Ro-gue.

Q. When must g have a d before it?

A. 11. G in a short Syllable must always have *d* before it; as badg, hedg, lodg, judg; some of the Learned would have *e* omitted after *dg*.

Q. Of what use is d in such Words?

A. 12. The d softens the sound of *g*, and distinguisheth the Words from bag, leg, jug.

Lesson

Lesson XLIII.

Of c and s.

C Is a Rival with s, and hath the same sound before e, i, and y. And I do not see how Rule can be form'd to act by in this case, they are so near alike in sound, that the most careful may sometimes mistake: and all do not agree in this point, some write Cyder with C, others with S.

These following are the most that begin with c.

ease
celebrate
celerity
cell
seller
ement
Ro-
ensor
ensor
ensor
centurion
cedar
ceiled
cephas
cencrea
celocyria
century

centinel
cephalick
ceruse
cellation
ceremony
certain
certify
cester
cyder
cynamon
cypher
circle
circuit
cite
cinnereth
cicely

circular
civet
citron
civil
cycle
circumstance
circumference
cymbal
cypress
cylinder
cyrus
Czar of Moscovy
cephas
cephalica
ceptrical

Q. What if the sound of f happen in the middle of a Word?

A. If the sound of *f* happen in the middle of a Word upon *e* or *i*, then commonly *c* takes place; as Ocean, proceed, bracelet, cancel, conceal, adjacent, accept, Artificer, macerate, forcery, success, accessory, predecessors, ancestors, ascertain, disciple.

Q. When the sound of f happens after x which must take place, f or c?

A. When the sound of *f* or *c* soft happens after *x*, *c* commonly takes place, not *f*; as exceed, excel, except, excess, excite.

Q. What if this soft sound follow c it self?

A. When this soft sound follows *c*, then *c* takes place again, not *f*, and the first *c* is hard the second soft; as Accidence, accept, accent, accelerate, access.

Q. There are many Words that end with this soft sound, must they have c or f?

A. If the Syllable be long the *c* takes place; and these Syllables are commonly *ace*, *ece*, *ice*, *uce*, *ance*, or *ence*; as face, grace, lace, trace, space, mace, piece, neece, fleece, greece, mice, lice, spice, price, sacrifice, sluice, truce, induce.

Ballance, advance, chance, France, dance; except hanse, enhance, transe, &c. with their Compounds.

Elegancy, fancy, complecency, continency.

Verbs of these endings have commonly an *f*, and Nouns *a*; *c* as to fence a fence, to recompence a recompence, to devise a device.

Lesson

Lesson XLIV.

Of the use of s.

Q. **W**hen must *s* take place?

A. 1. These following Words must have *s*, not *c*; as base, chase, case, dispense, enhance, expense, advise, Paradise, promise.

But I find those Words of this ending, whose Emphasis falls on the last Syllable, have often a *c* instead of *s*.

2. All Words that end with the sound of *z* must have an *s*, not *c*; as Sins, pins, pens, bees, hypochrify.

3. When the sound rests hard upon *s* then the *s* must be doubled; as pass, gross, distress.

Q. What if any thing be added to Words ending in *ss*?

A. If the Addition begins with a Vowel the *ss* remains; as passing, tossed; but if the Addition begins with a Consonant then one *s* is omitted; as gross, grossly.

Q. What if a Word end in *s*?

A. When *s* is the last Letter of a Word, it must be a short *s*; as pins, things, goods, pens, grass, mass; for no Word must end with a long *s*.

Q. Can you produce Words that begin with *s*, & you did *c*?

A. These Words under begin with *f* not *c*.

Sea	see	Sieve
seal	seed	figh
seam	seer	sign
search	seeth	silence
seared	self	silver
season	sensual	similitude
seat	sentence	simple
seize	Sepulchre	sincere
second	Seraphims	single
seven	Sergius	singe
sect	Serpent	Synagogue
secure	Servant	Syria
fedition	Servitude	Syriack
feduce	Sicle	Syrophenician

Lesson XLV.

Of *ti* and *si*.

Q. **W**hat can you say of *ti* and *si*?

A. **Ti** and *si* are Rivals, and often step in to each others place; *ti* before a Vowel often takes the sound of *si*; as in patience; but in Words ending with *ation*, *ition*, *action*, and *iction*, *ti* always takes place, not *si*; as Nation, fruition, faction, fiction; except where *ss* or *sh* happens; as passion, fashion.

Q. When

Q. When doth *t* keep its own sound before a Vowel?

A. 1. If Words ending in *ty* have an addition that begins with a Vowel, then *t* keeps its own sound; as pity, pitious.

2. When *s* comes before *t*, then *t* keeps its own sound; as question, combustion.

Lesson XLVI.

Of *a*, *an*, *thy*, *my*, *mine*, and *thine*.

Q. **VV** *Hat can you say of a, an, thy, my, mine, and thine?*

A. 1. Words beginning with a Consonant must have *a* before them; as, a Man, thy Dog, my Bird.

2. Such Words as begin with a Vowel or *h*, must have *an*, *thine*, or *mine* before them; as, an House, an Entry, an Eye, thine Eye, mine Eye.

Lesson XLVII.

Of *than*, *then*, *their*, *there*.

Q. **VV** *Hat can you say of these Words?*

A. 1. **VV** *Than*, is an Adverb of comparing;

ring; Then, an Adverb of time; There, an Adverb; Their, a Pronoun.

2. Care must be taken that they be not used one for the other, as they often are.

Q. Give an Example of their Use.

A. Then was the time to have considered the case, when more *Than* one Counsellor was *There* at the place; but the Clyents being absent they mis'd *Their* design.

I advise Country-men to be also careful of *Thy* and *They*.

Lesson XLVIII.

Of Words primitive and derivative.

Q. VV *What is a primitive Word?*

A. VV A Primitive is a Word not derived from another Word, but is the Root, and all Words derived from it are Branches; as,

Love is a Primitive or Root, from which spring these Branches; lover, loved, loving, loveth, lovely, lovingly; and these Branches are called Derivatives, because they are all derived from Love.

Lesson XLIX.

Of Compound Words.

Q. What is a Compound Word ?

A. 1. A Compound Word is composed of two Words; as therein, hereby, into, upon.

2. Such Words as have Prepositions are also Compound Words; as disjoyn, uncertain, mistake.

Lesson L.

Of Double Consonants.

Q. What is a Double Consonant ?

A. A Double Consonant is two such Consonants as may with a Vowel or Diphthong begin a Syllable, and will not admit of any separation in reading.

Q. Will any one Consonant doubled, or any two Consonants, with a Vowel or Diphthong, begin a Word ?

A. None but these following can begin a Syllable.

Q. How many are they that thus joyn together ?

A. Thirty

A. Thirty one; but seeing *b* is allowed to joyn with *t*, *f*, and *m*, I shall presume to joyn it with *r* also, and then there will be Thirty two; as follows, *Bl*, *br*, *ch*, *cl*, *cr*, *dr*, *dw*, *fl*, *fr*, *gl*, *gn*, *gr*, *kn*, *rh*, *ph*, *pl*, *pr*, *sc*, *sh*, *sk*, *sl*, *sp*, *st*, *sm*, *sn*, *sq*, *sw*, *th*, *tr*, *tw*, *wh*, *wr*.

Let the Learner have these Double Consonants ready without Book.

Lesson LI.

Of Triple Consonants.

Q. **W**hat are Triple Consonants?

A. It is a combination of three Consonants in the beginning of a Syllable.

Q. How many Triple Consonants are there?

A. There are nine Triple Consonants that may begin a Syllable; as following: *sch*, *ser*, *shr*, *skr*, *spl*, *spr*, *str*, *thr*, *thw*.

Q. Let me hear some Words to them.

A. School, Scribe, Shrew, skrew, splinter, spring, throat, thwart; these (as the Double Consonants) must be sounded together and not divided.

Lesson *LII.**Of Syllables.*

Q. What is a Syllable ?

A. A Syllable is the pronouncing one or more Letters with one Motion of the Voice, and are divided into proper and improper Syllables.

Q. What is a proper Syllable ?

A. A proper Syllable is one or more Consonants joyned with a Vowel or Diphthong in one Motion of the Voice; as in love, bo-dy, bounty, beau-ty, ge-ne-ra-ti-on. These are all proper Syllables.

Q. What is an improper Syllable ?

A. An improper Syllable is, when one single Vowel happens to be a Syllable; for Syllable signifies Conjunction: and where there is but one there can be no Conjunction; such a Syllable is the Personal Pronoun *I*, and such Syllables are the Vowels when alone; as, a Man; and the Vowels in the beginning of these and such like Words; a-ny, e-ven, I-deot, o-ver, u-nite.

Lesson

Lesson LIII.

To know how many Syllables there are in
any Word.

Q. **H**OW do you know how many Syllables a Word
contains?

A. The Syllables of a Word are distinguished by the Motion of the Voice; for as many Motions as are made with the Voice in pronouncing the Word, so many Syllables it contains.

As in pronouncing the Word Re-ve-la-tion, there are five distinct sounds, and so many Syllables the Word contains.

Cause the Learner to sound these Words following for Exercise; and such as can write, let them divide each Syllable by the following Rules.

I would not have the honest Country-man lay aside the Book at the sight of some hard Words (as some have known some have done by other Books) but let him follow my Advice, and the hardest will be easy.

Nathaniel
Theophilus
Vespasian
Arimathea
Constantinople

Chedorlaomer
Deuteronomy
Macedonia
Nebuchadnezzar
Onesiphorus

Phyla

Phyladelphia
 Transubstantiation
 Appurtenances
 Quadripartite
 Abbreviation
 Geometry
 Geography
 Astronomy
 Astrology
 Parallelogram
 Parallelopipedon

Mathematician
 Equilateral
 Congregation
 Consideration
 Synagogue
 Sanctuary
 Tabernacle
 Orthography
 Orthœpia
 Obligation
 Triangle

Lesson LIV.

To divide Words into Syllables.

Q. *HOW are Words divided into Syllables?*

A. *The last Lesson shewed what a Syllable is; but to find what Letters properly belong to each Syllable in any Word, these following Rules must be learnt.*

Q. What is the first Rule?

A. 1. *When two Vowels come together and are not a Diphthong, they must be divided; and in Writing, the latter Vowel should have a Dieresis; as di-ët, mutu-äl, tri-ümph, co-ëternal, co-ëqual, re-ënter.*

Q. What is the second Rule for dividing Words into Syllables?

A. 2. *When*

Q. 21 When Consonants are doubled in the middle of a Word they must be divided ; as ab-ba, ac-cord, ad-der, brit-tle, com-mon, af-fect.

Q. What is the third Rule for dividing Words into Syllables ?

A. When a single Consonant comes between two Vowels, it must be joyned with the right-hand Vowel ; as Nu-me-ra-ti-on, Re-ve-la-ti-on, Con-gre-ga-ti-on, A-bo-mi-na-ti-on.

Q. What Exceptions are there to this third Rule ?

A. 1. If *x* come between two Vowels, it must be joyned to the first Vowel ; as *Ex-on*, *Ox-on*, *Ox-en*, *Ax-es*, *ex-act*.

2. Such Words whose last Syllable is made long by *e* final, that Syllable must not be divided ; as *de-fame*, not *de-fa-me* : nor must Words of one Syllable made long by *e*, or have *e*, only for Ornament, be divided ; as *name*, *cane*, *game* must not be sounded *na-me*, *ca-ne*, *ga-me*.

3. Nor must Words made Plurals by *s* only be divided ; as *Stones*, *Bones*, must not be sounded *Sto-nes*, *Bo-nes*.

*Q. How do you know how *es* makes a Syllable ?*

A. 1. In all names of Men, Women, and Places in the Bible, *es* makes a Syllable, except *James*.

2. When a Primitive Word is made Plural by *es*, then *es* is a Syllable, and must be divided and sounded apart from the Primitive Word ; as *Grace Gra-ces*, *Church Church-es*, *Fish Fish-es*, *Hedg Hedg-es*.

Q. What

Q. What is the sixth Rule for dividing Words into Syllables ?

A. When two Consonants come between two Vowels they must be parted, and one takes place with the former, and the other with the latter Vowel ; as al-ter, an-ger, mer-ry, ser-vant, won-der, thun-der.

Q. What is the seventh Rule for dividing Words into Syllables ?

A. Every Primitive Word, both in reading and dividing, must keep its own Letters, and be sounded by it self, and the addition by it self ; as lame-ness, hope-less, mis-take, stand-ing, with-stand, re-turn, fond-ling, not-with-stand-ing.

Q. What must be done with the Double and Triple Consonants mentioned in Lesson 50 and 51 ?

A. When any of the Double or Triple Consonants happen, they must not be separated ; as pro-cre-ate, not proc-re-ate, re-strain, not ref-train.

Q. What is the ninth Rule for dividing Words into Syllables ?

A. All Words ending in *le* or *re*, must have the next single or double Consonant before the *l* or *r* joyned with it ; as in example.

Ble, cle, dle, gle, kle, ple, tle, zle, keep together in Sta-ble, Un-*cle*, La-*dle*, min-*gle*, knuc-*kle*, Peo-*ple*, Cat-*tle*, muz-*zle* ; *cre* keep together in A-*cre*, lu-*cre*, mas-*sa-cre*, Se-*pul-chre*.

Note, Words ending in *cre* and *chre*, have the *c* and *ch* hard.

Lesson LV.

Examples of Words divided by the foregoing Rules.

Such as can Write (having learnt the Rules in the last Lesson) may now begin to divide Words: It may be done on the backsides of his Writing-book, or on a Book in *Quarto* for that purpose. Let the Pages for some time at first be divided into four Columns or Spaces by a Pen or Plumet, as in this following Example. In the first Column let the Words be set in Syllables, according to the Rules aforesaid, in the next Column the Vowels in that Word, in the third, the Consonants, and in the fourth, the Diphthongs. You may also make Spaces to set off the Mutes, Liquids, &c. But I think it not convenient to trouble a Learner with it.

But I do by these Spaces bring a Learner to a perfect Knowledge of the Vowels, Consonants, and Diphthongs; which, when he can truly distinguish, I divide a *Quarto* Page into three Spaces, and in each, set off the Words in Syllables only, and this I continue 'till the Learner can divide and pronounce the hardest Word that I can think of.

Words for his Exercise at first may be the following Alphabets, beginning with that of two
Sylla-

syllables, and so on to the last. When these
 are done, I lay before him some of the hardest
 Chapters in the Bible ; and after some Exercise
 in that, I lay before him Mr. *Moxon's* Mathema-
 tical Dictionary, and cause him to divide all the
 Mathematical Terms that are more than one
 syllable, which makes such Words familiar to
 them. I have been much delighted to see my Scho-
 lars improved this way ; and hath been ra-
 ther a Diversion than a Trouble to ingenious
 Youths to practice it. And I doubt not, that if
 either Parents or Teachers do but follow my
 Directions with a little Practice and Patience,
 they will be all as well satisfied, and find it the
 most rational way of bringing Youth to write,
 read, and spell true *English*.

I do here set three or four Words divided to
 each Rule, and the Vowels, Consonants, and
 Diphthongs in each Word, set off for Examples
 to take.

E 2

Cestion

Question I.

Of two Vowels that do not make a Diphthong.

	Vowels.	Consonants.	Diphthongs.
O R-tho-e-pi-a	o o e i a	r t h p	
di-a-ry	i a y	d r	
Be-a-ti-tude	e a i u e	b t t d	

Quest. II.

Of Consonants doubled.

U T-ter-ly	u e y	t t r i
hap-py	a y	h p p
con-mon-ly	o o y	c m m n k

Quest.

Quest. III.

A single Consonant between two Vowels.

	Vowels.	Consonants.	Diphthongs.
A - Bout	a	b t	ou
be-gin	e i	b g n	
pre-vail	e	p r v l	ai

Quest. IV.

Of x between two Vowels.

T Ax-es	a e	t x s	
ex-act	e a	x c t	
Ox-en	o e	x n	

Quest. V.

Of Words made Plurals by es.

	Vowels.			Consonants.			Diphthongs.
Church-es	.	.	.	c	h	r	oi
Coach-es	.	.	.	c	c	h	
Rich-es	.	.	.	r	c	h	

Quest. VI.

Of two Consonants between two Vowels.

	o			c			ai
On-tain	.	.	.	c	n	t	ai
en-ter	.	.	.	n	t	r	
in-cum-ber	.	.	.	n	c	m	

Quest.

Quest. VII.

Of Primitives with Addition.

	Vowels.	Consonants.	Diphthongs.
C	a	g	ea
A-ther-ing	i	t	ai
Y	e	r	
great-ness	u	n	
faith-ful	.	f	
	.	t	
	.	h	
	.	r	
	.	n	
	.	s	
	.	f	
	.	l	

Quest. VIII.

Of Double and Triple Consonants.

P	Ro-phane	.	.	.	.	.	.	.	o	a	e	p	r	p	h	n
	com-pleat	.	.	.	.	.	.	.	o			c	m	p	l	t
	con-troul	.	.	.	.	.	.	.	o			c	n	t	r	l
	dread-ful	.	.	.	.	.	.	.	u			d	r	d	f	l

E 4

Quest.

Quest. IX.

Of Words ending in le or re.



S Ta-ble
 Un-cle
 A-cre
 Cen-tre

Vowels.

a e
 u e
 a e
 e e

Consonants.

f t b l
 n c l
 c r
 c n t r

Diphthongs.

Here

Her
 fo
 n
 é
 A
 Al-
 Am
 A-n
 A-n
 A-n
 An
 An
 A-p
 A-
 Ar-
 A-
 Au
 A-
 Bis
 Cap
 Col
 Cy-
 De
 De
 Di
 Pa
 Pa
 Pa
 Pa

Here follows one Page of *Mathematical Terms* for Imitation, if the Ingenious think fit they may do the like by all the *Mathematical Dictionary*.

A *L-ge-bra*
Al-ma-nack
Al-mi-can-thars
Am-phi-sci-i
A-na-lem-ma
A-na-ly-sis
A-na-lo-gy
An-te-ce-dent
An-ti-po-des
A-pho-risms
A-qu-a-ri-us
Ar-chi-te-cture
A-rith-me-ti-cal
Au-ro-ra
A-zi-muth
Bis-sex-tile
Caf-fi-o-pe-a
Cos-mo-gra-phy
Cy-cle
De-ci-mal
De-no-mi-na-tor
Di-a-go-nal
Pa-ral-lax
Pa-ral-lels
Pa-ral-le-lo-gram
Pa-ral-le-lo-pi-pe-don

Per-pen-di-cu-lar
Phe-no-me-na
Ec-cen-trick
E-clip-tick
E-pact
E-phe-me-ris
E-po-cha
E-qua-tor
E-qui-no-cti-al
Ex-ha-la-ti-ons
For-ti-fi-ca-ti-on
Ge-mi-ni
Ge-ni-ture
Ge-o-gra-phy
Gre-go-ri-an
Ho-ri-zon-tal
Ho-ro-scope
Hy-po-the-sis
Iche-no-gra-phy
In-te-ger
La-ti-tude
Lo-ga-rithms
Ma-ga-zine
Maf-cu-line
Ma-the-ma-ticks
Me-ri-di-an

Lesson LVI.

Of Accents Pronunciation.

Q. **W** *Hat is an Accent ?*

A. **W** An Accent is the lifting up of the Voice in sounding some peculiar Syllable of a Word : And it concerns all to acquire good and proper Accents and Tones fit to the Matter they are reading or discoursing of : To hear one read a *Gazette* in a Beggars Tone, is very unpleasing to Ears used to good Conversation : And to hear others blunder it out as *Mountebanks* on the Stage, or as *Merry-Andrew* in his Drolls (with which some Clowns are affected) is very ridiculous.

Q. *What is the best means to obtain a good Accent ?*

A. By imitating such as are well educated in Divinity, Law, or Physick ; avoiding the Womanish squeaking Tones of some. There are Rules, that being well considered, will help very much to attain a true and proper Accent, which take in some Lessons following.

Lesson LVII.

Of Accenting Words of many Syllables.

Q. **W** *Here doth the Accent lie in Words of many Syllables ?*

A. In Words of many Syllables, the Accent, for the most part, is on the third Syllable from the last; as Arbitriment, not Arbitriment; omnipotent, not omnipotent; inveterate, not invetèrment; incorporate, not incorporate.

Lesson LVIII.

To Accent Words ending in ation, ition, otion, or ution.

Q. **W** *Here lie the Accent in such Words?*

A. Words of these endings have the Accent on the third Vowel from the last; as Nation, Ambition, Fornication, Superstition, Promotion, Confusion.

Lesson LIX.

To Accent Words ending in ary.

Q. **H**OW are such Words Accented?

A. Such Words have commonly a double Accent, one on the first Syllable, another on the last save one; as *àdversàry*, *Tèmporàry*, *Militàry*, *Fèbruàry*, *Jànuàry*, *àrbitràry*.

Lesson LX.

Of Accenting Primitive Words when any thing is added.

Q. **W**HERE lies the Accent of such Words?

A. All Primitive Words that have the Accent in the last Syllable, the Accent remains in that Syllable when any thing is added; as *abound* *aboundeth*, *engrave* *engraven*, *enlighten*.

Lesson LXI.

To Accent Words ending in ize or ure,
or have ve in the last Syllable.

Q. **W** Here lies the Accent in such Words ?
A. On that same Syllable; as eternize,
measure, receive.

Lesson LXII.

W Hen two Words written alike, the one a
Noun, the other a Verb, the Verbs
have their Accent in the last Syllable, the Nouns
in the first; as,

They were pious Men that did collect the Col-
lects.

I did object against that Object.

Incense may incense a Man.

The Torments of Hell will torment the Soul.

Lesson LXIII.

Q. **W** Hat doth this Lesson teach ?

A. That Words of two Syllables, that have
the last Syllable short, have the Accent on the
first Syllable; as malice, respite, being, servile.

Lesson

Lesson LXIV.

Of Stops and Points.

Q. *HOW many different Characters are now in use?*

A. The Points now in use are six, named and marked as follows :

- | | |
|--------------------|-------------------------|
| 1. A Comma (,) | 4. A Period (.) |
| 2. A Semicolon (;) | 5. An Interrogation (?) |
| 3. A Colon (:) | 6. An Admiration (!) |

Q. *Of what use are these Points?*

A. They are useful both in Speaking, Reading, and Writing; by helping to a proper Emphasis, by raising or falling of the Voice, and both in Reading and Writing they separate one Sentence from another; and divide every Period into proper Branches; which otherwise would lie confused, and the Sense and Meaning would be obscure. For want of a due observing of these Stops, some Talkatives are forced to tell their Tale twice or thrice before they can be understood: and for want of these Stops, good Sense may be soon made Nonsense.

Lesson LXV.

Of a Comma, the first Point.

Q. **W**hen doth a Comma take place?

A. A Comma takes place after Words coupled by a Conjunction; as, I wish well to my Friends and Foes, whoever they are: not, I wish well to my Friends, and Foes, &c.

I love all Men, both good and bad; I hate Envy and Malice, and much Talking to little purpose.

Secondly, If several Words in a Sentence be coupled with a Conjunction, the Comma may take place after each Word; as in *Eph. 4. 31.* Let all Bitterness, and Wrath, and Anger, and Clamour, and Evil Speaking, be put away from you, with all Malice.

Thirdly, It may be set after Words to supply the place of the Conjunction (and), as Wrath, Anger, Bitterness, raving, bantering, swearing, cursing, drunkenness and debauchery, are the humors of ill-bred Sots.

Fourthly, If a Conjunction happen in the Member of a Sentence, then the Comma takes place; as in this Example, She that hates her Husband, and disobey his Commands, and covets his Money, and converts it to her own private Use, and causes him to die in Debt, and she survives rich, she will have a terrible Account to pass in the other World. Fifth-

Fifthly, When a Conjunction is a disjunctive, the Comma takes place ; as, I have received an Affront, and will be gone.

Sixthly, Before an *Or*. always set a Comma ; as, I want Money, *Or*.

Seventhly, When several distinct Numbers or Figures are written, set a Comma after every particular-Number or Figure ; as, Suppose one bids you find the Total of these Numbers, 1, 2, 3, 4, 5, 6 ; or of these or the like, 100, 22, 108, 56, 1234 ; without a Comma they would stand confused.

But Chapter and Verse are distinguished by a Full-point ; as Chap. 3. ver. 6. and thus, Chap. 7. ver. 7, 8.

Eighthly, Sometimes it supplants the place of a Parenthesis ; as in the following Sentence.

Good-natured Men, not foreseeing the crafty Intrigues of hypocritical Knaves, are often betray'd into Traps and Snares. Which may be written with a Parenthesis, thus ; Good-natured Men (not foreseeing the crafty Intrigues of hypocritical Knaves) are often betray'd into Traps and Snares.

Q. How long must one stop at a Comma ?

A. The rest or Pause for this Point in speaking or reading, may be, while you can say One leisurely.

Lesson LXV.

Of the Semicolon (;), the second Point.

Q. *When may a Semicolon take place?*

A. A Semicolon is a middle Point between a Comma and a Colon, and takes place when a Discourse turns from one thing to another; as in this Example:

If thou desire to purchase Honour with thy Wealth; consider how thy Wealth became thine: If thy Labour got it; let thy Wisdom keep it: If Oppression found it; let Repentance restore it: If thy Friends left it; let thy Virtues deserve it: So shall thy Honour be safer, better, and cheaper.

Or, Secondly, When the Discourse turns to another thing beginning with or, if, but, yet, for that have a reason subjoyned; then set a Semicolon: as in these Sentences, I doubt I shall be disappointed of my Journey; for I see it begins to Rain.

I would venture to take your Word; but your own Tongue declares so much of your own Honesty, I am afraid of being cheated.

Though you talk much; yet you have ill Luck.

You may be wise; but by your Banter you seem otherwise.

F

You

You must do good in your Life-time ; or you will live and die like a Hog.

Q. What is the Rest or Pause for this Point?

A. While you can say One, Two.

Lesson LXVI.

Of a Colon (:), the third Point.

Q. When must a Colon take place?

A. A Colon is to be set at the end of a full Sense, when there is yet more remaining of a full Sentence : as in this Example ;

So long as thou art ignorant be not ashamed to learn : He that is so fondly modest not to acknowledge his own Defects, shall in time be so foully impudent to justify his own Ignorance : Ignorance is the greatest of all Infirmities ; and justified the chiefest of all Follies. Many Examples of this Point you may find in the *Psalms*.

Q. What is the Pause to this Point?

A. While you can say One, Two.

Lesson LXVII.

Of a Period, or Full-point (.), the fourth Point.

Q. When must a Period be set?

A. A Period takes place at the end of a full

full Sentence, Speech, or Discourse, when nothing remains depending, nor any thing more to be done, isto that particular ; as, We must not trust every Man, some have only an Idea of Honesty.

Q. What is the Rest to this Point ?

A. the Pause or Rest to a Period is, while you can say One, Two, Three, Four.

Lesson LXVIII.

Of an Interogation (?), the fifth Point.

Q. When must this Point take place ?

A. This Point takes place at the end of every direct Question, to which an Answer may be given : as in these Examples.

*How camest thou by thy Honour ? By Money. How camest thou by thy Money ? By Ex-
 ortion. Compare thy Pennyworth with the Price, and tell me how truly honourable thou art ? It's an ill Purchase is incumbered with a Curse ; and that Honour will be ruinous that is built on Ruins. Quar. Incl. Cent. 3. Chap. 51.*

Who can utter the mighty Acts of the Lord ? Who can shew forth his Praise ? Psal. 106. 2.

Lesson LXIX.

Of an Admiration (!), the sixth Point.

Q. *When is this Point to be used?*

A. *W* An Admiration is to be set after Words and Sentences caused by Surprize, Fear, Wonder and Astonishment; as, Oh strange! Oh wonderful! Wo is me! What shall I do!

Secondly, After Sentences expressing Grief, Sadness, &c. as, Ah! my Friend, what Misery has seiz'd thee! Ah! Neighbour, how came your Wife so angry!

Thirdly, It is also used in addressing our selves to any Person we value or admire for Parts, Learning, or Good Nature; as in this Example;

Sir! Your Good Nature has been ever obliging; but most of all, dear Sir! by this last Kindness you were pleased to shew me; that I must acknowledg the remainder of my Life ought to be spent in your Service.

And now I have done with these six tickling Points. I beg Pardon of the Learned for what is amiss in it, and shall take it kindly to be better inform'd. There are other Marks and Things fit to be known, which take in the following Lessons.

Lesson LXX.

Of a Parenthesis ().

Q. **W** *What is a Parenthesis ?*

A. A Parenthesis is a Sentence included between two circular Lines, which may be omitted and the Sense of the Period will remain good :

It is very strange (yet true) that some Men are so conceited of their own Parts (for such, I know) that by detracting, despising, and undervaluing others, discover a malicious Mind ; yet will these Men be very angry with such as do not take them for Wits.

Lesson LXXI.

A Parathesis [].

Q. **W** *What is a Parathesis ?*

A. Parathesis (by some called a Crotchet) includes a separate Discourse explanatory of something relating to the Subject discoursed upon.

Lesson LXXIX.

Of a Hyphen (-).

Q. *What is a Hyphen?*

A. A Hyphen is either a Conexion of Syllables; as a-tone-ment: and to this purpose you will often find it in printed Books at the end of a Line, when part of a Word begins another Line: or it is a subjoyning of two Words, as self-conceited, Wind-mill.

Q. *What is a Let-in?*

A. When any thing is interlin'd this Mark **A** must be set under the place it ought to have been entred.

Q. *For what use is the Dagger set?*

A. The Dagger refers to some different Translation of the Word in some other Language.

Q. *What is the meaning of this Mark **Q**?*

A. It is an Index, and is commonly set in the Margin, and refers to some remarkable Matter.

Q. *What means this **S**?*

A. This is a Section, and denotes a new Head of Discourse.

Lesson

Lesson LXXIII.

Some Contractions.

& and.
yt. that.
ym. them.
yn. then.
yu. you.
yrs. yours.
Sr. Sir.
Mr. Master.

Mrs. Mistress.
Bp. Bishop.
Bps. Bishops.
Esq; Esquire.
Gent. Gentleman.
Col. Colonel.
Capt. Captain.
Lieut. Lieutenant.

&c. must be read (*et cetera*), two Latin Words, that signify (and the rest) but in English we usually say, and so forth.

i. e. stands for, *id est*, in English (that is).

e. g. stands for, *exempli gratia*, in English (for Examples sake).

Where you happen upon *q.* or *quasi*, you must read (as it were).

Where you meet with *viz.* you must read, *videlicet*, in English (that is to say).

A. D. or *An. Dom.* stands for the Year of our Lord; as, *A. D.* 1700, is the Year of our Lord 1700.

Where you find *per*, you must read, by; as, *per An.* by the Year, *per li.* by the Pound, *per Post*, by the Post, *per yd.* by the Yard, *per C.* by the Hundred.

Where you meet with *sc. scilicet*, in English, that is to say.

Air
are
acts
ex

11



This way I have found, by thirty Years Experience, to be very useful in bringing Youth to spell well. The same Order may be observed in private Families, where are three or more Children; and if Parents would take a little Pains with their own Children in Winter-Evenings, or other spare Hours, or order some Servant to do it (that is capable) they would make their Children to out-doe their Fellows at School, and love both the School and Learning. The Words on one Letter are enough at a time; and if there are more than the Schoolmaster or Mistress have time to manage, let them put them some of the hardest and omit the rest; but let the Learner get all as ready as his Memory and his Parts will permit; and so go through all the Alphabets, and last of all, that of Words of like Sound.

Words of One Syllable.

A.

AIL
awl

air
are
acts
ax

arch

ash

as

asp

ant

aunt

B.

BACK
bake

bath

bathe

beams

bench

black

black
block
blood
board
boil
bought
bough
bowl
breach
breath
breathe
brick
broach
brought
bruise
brute
build
balm
beer
bleach
boar
bread
brawn
by
buy
pay

C.

CHRIST
cone
chord

cube
catch
caught
cause
cease
chain
chalk
chaff
cheat
cheek
check
cheese
chew
chide
chief
choak
choose
church
churl
churn
claws
climb
cloak
couch
coach
course
cruise
crumbs
coif

D.

DE B T
depth
dew
due
ditch
doubt
dough
draught
droughth
dwarf

E.

ED G E
egg
eight
ewe
eye
ear
err
east

F.

FA I R
field
fierce
fifth
fight

fligh

L

light
flower
ought
owl
fraud
friend
fruit
feign
four
fourth
freeze
froiz
furze
fault

howl
hymn
hatch
hunch
heir
hair
hear
herse
hoarse
hugh

L OYN

line

lease
leash
lies
lice
lamb
lame
laugh
lewd
loaf
launch

J.

J O B

jobb

G.

G H O S T

glide

gnash
gnaw
gourd
grief
grudge
guard
guest
guide
guess

itch
juice
joyn
joak
jest

M.

M A R C H

month

mirth
myrrh
mowe
mow

K.

K N A V E

key

know
knead
knife
knight

N.

N A U G H T

nought

nice
necce
neigh
nigh

H.

H A I L

hour

day

nay
nose
noise
news

O.

O A K
ore
oar
one
own
once
ounce
oath
ought
oft
owl

P.

P E A R
pair
peer
pure
pains
panes
pans
pause
paws
piece
peace

pence
pens
place
plaice
please
price
prize
praise
pierce
plague
plough
psalm

Q.

Q UENCH
quince
quetu
quean

R.

R A C E
raze
rice
raise
rays
read
red
reed
rear
rare

reign
reins

S.

S A I L
sale
save
salve
scarce
scars
sent
scent
schools
skull
sea
say
see
sects
fix
sex
share
shear
shire
sheaves
sheep
ship
shoot
shout
shut
sight
sign

ing
unge
ithe
teeth
low
lough
foal
sole
son
sun
fpear
phere
stairs
stares
stars
stile
steal
still
straight
fute
sweet
fuit
found
fwoon'd

T.

TAIL
tale

tall
teal
tares

tears
taint
taunt
team
teem
through
throw
time
thyme
title.
tittle
to
too
two
toe
tongues
tongs
taught
there
their
teach
thumb
tomb
tythe
twelve
twelfth

V.

VAIL
vale
veal

vaunt
vein
vain
vine
view

W.

WEights
waits

walls
wales
weigh
way
were
wear
ware
weild
win
wine
wind
witch
wrote
wrought
wedge
wreath

Y.

YOKE
yolk

yield
youth
young

Words

Words of Two Syllables.

YOU must not expect to find the Word divided, as is usually done in Spelling Books; your Children must be brought to do that themselves, by Lesson 50, 51, 52, 53, and 54, before delivered, by which, or the like Rules, I ever did, and yet do, bring my Scholars to divide and pronounce the hardest Words you can think of.

A.

Account
Anchor

acre
altar
alter
arrows
assent
austeer
abrupt
absolve
acorn
adopt
attach
aspect
abject
absence

accept
adjure
affairs
affright
ague
alpha
anchor
anguish
ankle
answer
assign
augment
author
autumn

B.

Bable
babel

habble
bacon
beacon
becken
bellows
bellies
begin
breeches
breaches
bewray
beauty
bayliff
besiege
bury
berry
banquet
baptism
beguile
behoof

believ

believe
blaspheme
bruised
bushel
buyer

C.

CAbal
Coral
censure
chattle
cattel
collar
colour
confects
comforts
counsel
council
cousin
current
corant
cravat
calends
campaign
centesims
centre
column
concave
convex
convid
cicle

cypher
camphire
causeway
cedar
ceiled
circuit
conceal
conceit
civil
conduit
conquer
couple
courage
cuckow
cymbal
cypress

D.

DAmfin
damsel
demur
demure
desart
desert
descend
decent
dissent
dollar
dolour
daughter
debtor

decease
deceit
defraud
disguise
delight
dainty

E.

EAfter
early
epact
eagle
echo
enough
ensign
eater
even
envy

F.

Figure
frigid
fruitful
frustum
faulty
fierceness
flourish
fragments
friendship

G.

G.

G Allows
gallies
gentle
gentile
genteel
gesture
guilty
goodness

H.

H Erring
hearing
hallow
hollow
holly
holy
haughty
hebrew
heinous
household
husband
hyfop

I.

I Ncite
insight
joynture

joynter
jacent
jaylor
jealous
journey
judgment
incense
inclose
inspire

K.

K Ettle
kernel
kidny
kinstolk
kneading
knitting
knocking
knowledge
kingdom

L.

L Attin
latten
leaper
leprous
leopard
legion
legends
lessen

lesson
listen
limner
languish
laughter
lecture
lewdness
linnen
loathsome
lodging

M.

M Anstion
manche
manners
manner
mannor
manure
marry
marred
martin
merton
million
mellon
Messuage
message
meteors
meeter
metor
mortar
morter

muse

muscle
muzzle
machine
magick
marine
market
merchant
midwife
mirror
mischiefe
mistress
mortgage
or
mortgage

N.

Nether
neither
nephew
nadir
napkin
naughty
neighbour
nostril
nourish

O.

Orphan
obscene
oblique

opticks
oval
oven
object
off-spring
onyx
oyntment

P.

Pallet
parson
person
people
pebble
pestle
pestil
pistol
pilate
pilot
pottage
portage
prophet
profit
problem
parlour
perceive
pitcher
precept
prophane
pourtray

G

Q.

Quarry
quarrel
querry
quadrant
quenching
quiver

R.

Razor
radix
rhombus
rythmos
rainbow
receive
reigned
reject
relieve
repair
resign
riddle
roughly

S.

Safeguard
scholars
seullers
sicle

sheckle

fleckle
 stable
 staple
 succour
 sabbath
 scarceness
 scepter
 science
 scoffer
 scourging
 seventh
 shipwrack
 sighing
 sincere
 sinews
 slaughter
 sojourn
 solemn
 stomach

F.

T Aber
 taper
 tenor
 tenure

thorow
 title
 tittle
 taurus
 torrid
 traverse
 tropicks
 thistle
 threshhold
 trickle
 triumph
 twilight

V.

V Alour
 viewing
 voyage
 upbraid
 urgent
 unite

W.

W Icked
 wicket
 waggon
 watching
 wedding
 weighing
 witchcraft
 wizzard
 wormwood
 wretched
 wrinkles

Y.

Y Early
 yellow
 yielding
 younger

Z.

Z Eanith
 Zealot

Word

Words of Three Syllables.

A.

Accurate
absoluteaccidence
accident
addicted
annual
tentive
authentick
aggravate
gebra
iquot
manack
titude
mplitude
tartick
pparent
phorism
rea
ies
rora
cendent
terism
mosphere
iom
imuthazores
abstinence
acceptance
affrighted
anchored
ascended
assaulted
assigned
asswaged
augmented
avouched

B.

Batchelor
batcheler
barrester
beautify
barbara
barbary
besieged
biquintile
bissextile
bisegment
boreal
baptizing
beguiled
believed

G 2

bellowing
blasphemer
brandishment

C.

Capable
carriage
carrier
chariots
casuals
centory
circumspect
colonel
coroner
cormorant
cankered
carbuncle
carcases
carpenter
censured
challenging
cheerfully
churlishly
conducting
conquering
created
capricorn

cardinal

cardinal
cathetus
complement
contingent
critical
cylinder

D.

Devices
dissolve
domestick
decanate
decimal
detriment
diagram
dignities
diopter
director
diurnal
duplicate
deceased
deceitful
deceived
decently
defrauding
descending
discerning
disguised
distracted
doubtfully
drunkenness

dulcimer
dungeon

E.

Excentrick
Ecliptick
elements
elipsis
emegent
epocha
equator
erratick
emerald
extirpate
eloquent
encourage
engagement
espousals
exorcist

F.

Firmament
furniture
fatherless
favorite
feignedly
fellowship
flourishing
foreigner

G.

GEmini
genesis
guardian
genius
grasshopper
guiltiness

H.

HAllowed
hollowed
hippocrass
hirarchy
haughtiness
heinously
husbandry
hypocrite
hemisphere
heptagon
hexagon
horary
horizon
horoscope

I.

Incidence
inscribed
integer

Julian

julian
jealousy
journey
jubilee
ivory

Ma
methree
moiety
magistr
mainten
measuri
medicin
mischie

Naught
neighbo
nourish
nutrime

OM
on
orthogo
obeyfan
operate

julian
jealousy
journeying
jubilee
ivory

oracle
outlandish
outstretched

purchasing
punishment.

Q.

M.

P Aragraph
penetrate

Quadrangle
Quadruple
quadrature
quantity
quintuple
quotient

Magazine
meteors
methredate
moiety
magistrate
maintenance
measuring
medicine
mischievous

patience
precedent
president
principle
puissant
parallax
parallels
pentagon
pentangle
perspective
phosphorus

R.

R adius
regiment
region
rectify
reclining
rectangle
requisite
retrograde
register
reproaching
ringleader
riotous
robbery
rudiments

N.

Naughtiness
neighbourly
nourishment
nutriment

poligon
pyramid
pacify
passenger
patience
patriarch
pentecost
perjured
perswaded
pharisee
pilgrimage
procelite
psaltery

O.

O Minous
onion
orthogon
obeyfance
operate

G 3

S.

S.

Saviour
 feignor
 surgeon
 scalenum
 scorpio
 section
 serpentine
 sinister
 supplement
 synopsis
 sacrament
 sacrifice
 sepulchre
 situate
 sojourning
 synagogue

T.

Tripartite
 telescope
 temperate
 theorem
 trapezoids
 triangle
 testament
 thundering
 treasury
 triumphing
 tyranny

V.

Visual
 vagabond
 vehement
 victory

viſuals
 vigilant
 vinegar
 unbelief
 unfeigned
 unfruitful
 utterance
 usury
 utensils

W.

Wallowing
 waggoner
 wayfaring
 whispering
 Yeſturdai
 yondermoſt
 Zedary
 zodiack
 zealouſly

AS
 abbrevia
 audaci
 acciden
 acroni
 additio
 almica
 analem
 analyfi
 analog
 anticed
 antipod
 aquariu
 archite
 arithm

BAt
 bra
 bimed
 barbar
 beatitu
 beautif
 benevo

Words of Four Syllables.

A.

Astronomy
astrologyabbreviate
audacity
accidental
acronical
addition
almicantars
analemma
analysis
analogy
antecedent
antipodes
aquarius
architecture
arithmetick

B.

Battalion
brachygraphybimedial
barbarian
beatitudes
beautifully
benevolence

C.

Circumference
chorographycassiopea
copernican
corinthian
cosmography
crepusculum
celestial
consumption
concomitant
corroborate
concupiscence
consolidate
conspicuous
catechising
circumcised
counterfeiting

D.

Decumbiture
descensiondiagonal
dignities
diapason

G 4

diurnal

diurnal
dominical
deceitfulness
difficulty
disquietness

E.

Elections
Elevated
ephemeris
equilibra
equation
essential
elaborate
extraction
extuberous
elegancy
exasperate
effeminate
embroiderer
evangelist
entertainment
endeavouring

F.

Fundamental
favourable
frugality
furiously
fidelity
facility

foundation

G.

Geography
geometry
geodicia
geomancy
gregorian
generating
generously
graciously
gladiator

H.

Horizontall
homocentrick
hodrography
hypothesis
hallelujah
hospitable

I.

Ichnography
ignominy
impregnable
ingenuous
indefinite
implacable
incredible

Lumi
luxu
ascivious
eviat har
evitical

MA
m
multipli
multipli
magnific
malefact
maliciou
multiply
musician

NA
nu
notorior
negligen
neverth
numeric
nomencl

L

L.

Luminaries
 Luxurious
 lascivious
 Leviathan
 Levitical

M.

Mathematics
 Meridian
 multiplicand
 multiplier
 magnificence
 malefactor
 malicious
 multiplying
 musician

N.

Nativity
 numerator
 notorious
 negligently
 nevertheless
 numerical
 nomenclature

O.

Occidental
 Oriental
 olympiads
 orthography
 omniscient
 omnipotent
 overseer
 outrageous

P.

Progenitor
 presumption
 predestinate
 physician
 perplexity
 peradventure
 phenomena
 peripheri
 perimiter
 parabola

Q.

Quaternion
 quadripartite
 questioning
 qualified
 quadrangular
 quadrupe-

quadrupedant
quadruplicate

sufficient
suspicious

R.

Rational
rhetorick
reconciling
redemption
regenerate
remission

S.

Sincerity
simplicity
similitude
sanctuary
succession
subtraction
sublunaries
semicircle
sciography
scenography
sobriety
subjection

T.

Tabernacle
tempestuous
terrestrial
tranquility
transgression
theodolite
topography
trapezium
trilateral

V.

Variation
vibration
victorious
understanding
vocation
voluntary
urania
urbanity

Allig
app
scensiona
abominab
acceptati
alienated
allegorica
apotheca
appurten

Bened
beati
benevole
beneficial
bibliogra

Chri
circ
circumsp
cogitati
confede

Words of Five Syllables.

A.

Alligation
Application
Ascensional
Abominable
Acceptation
Alienated
Allegorical
Apothecary
Appurtenances

B.

Benediction
Beatifical
Benevolently
Beneficial
Bibliographer

C.

Christianity
Circumcision
Circumspection
Cogitation
Confederacy

confiscation
curiosity
constellation
coefficient
composition
commensurable
climacterical
circumferentor
cassiopea

D.

Declination
definition
denominator
deliberately
disinheriting
divination

E.

Excommunicate
exhortation
expectation
explanation
extortioner

F.

F.

Favourable
fermentation
fornication
fumigation
fomentation

G.

Genealogy
generation
geographical
geometrical
gubernation

H.

Harmoniously
hospitality
hypotenusa
habitation
hypocritical

I.

Immortality
interfection
interruption
irrational
immorality

importunity
infidelity
intercession
intermission
jurisdiction

L.

Lamentation
laboriousness
lasciviousness
luxuriously

N.

Navigation
nonagesimus
novilunium
numeration
nicholaitans

O.

Operation
omnipotency
ornamentally
observation
oxygonium

P.

Perpetu
persecu
stidential
esbyteria
esumptu
ovidential
ublication
erpendicu
rallelogr
uestionab
intessent

Relaxat
religio
putation
velation

Supposi
supplic
persticio

P. Q.

Perpetually
persecution
filial
Presbyterian
presumptuously
providential
publication
perpendicular
parallelogram
questionable
intessential

R.

Relaxation
Religiously
reputation
revelation

S.

Suppository
Supplication
perstition

sufficiency
satisfaction
stereography
significator
sexagenary
sagittarius

T.

Tyrannically
transformation
tripertition
trigonometry

V.

Variation
victoriously
Unaccustomed
unadvisedly
uncircumcised
uniformity
unmercifully
unnecessary
unseparable
unregenerate

Words

Words of 6, 7, and 8, Syllables.

A.

A Breviation
acceleration
accommodation
accumulation
alsufficiency

C.

C Oessential
consideration
communication
commemoration
consubstantial

D.

D Enomination
determination
dissimulation
dedication
diametrically

E.

E Dification
excommunication
examination
extraordinary

F, G, H.

F Amiliarity
fortification
Glorification
Heterogonal
horologiography
humiliation

I.

I Illumination
imagination
immutability
impropriation
incomprehensible
insufficiency
interpretation
Justification

Manifesta

manifesta
athemat
multiplica

O Rrede
propri
urificati
nylosoph
arallelor
ronounc
qualificat

Prop

A.

A Aro
Abe

Abdi
Abner
Abram
Adam
Agar
Abas
Abud
Ammon
Amor

manifestation
 mathematician
 multiplication

P.

Predestination
 propitiation
 purification
 philosophically
 parallelopipedon
 pronounciation
 qualification

R, S, T, U.

Reconciliation
 renunciation
 representation
 retaliation
 Sanctification
 superiority
 Transubstantiation
 Universality
 unreconcilable

Proper Names of One Syllable.

A.

Aaron
 Abel

Amos

Amzi

Anah

Anub

Aram

Arbel

Ala

Asaph

Ashbel

Ashur

Azur

Andrew

Arthur

Agnes

Alice

Amy

B.

Baal
 Babel

Baruch

Bethjah

Bilhah

Boaz

Bernard

Benet

Baldwin

Baptist

Baptist
Bridget

C.

C Alcol
Carmi
Cephas
Cherub
Chifton
Clemens
Cosbi
Cusan
Clement
Clara

D.

D Arban
David
Delphos
Demas
Diblatb
Dinah
Dorda
Denis
Dido

E.

E Ber
Eden

Edom
Enos
Enoch
Ephab
Epher
Esau
Eshcol
Esther
Ezra
Edmund
Edward
Eustace
Edith

F.

F Rancis
Frances
Freemian

G.

G Aal
Gera
Gomer
Gerard
Gertrude

H.

H Adad
Hamdon

Hamul
Hagar
Hadrach
Hava
Heber
Henoeh
Aepher
Hezri
Hiram
Hobab
Hotham
Huzoth
Huzzah
Henry
Humphry
Herbert
Hannah
Hester
Honor

J.

J Acob
Jabesh
Jabez
Jochin
Jaël
Jair
Jakim
Jambri
Japhet
Jattir

thri
Tavan
Tado
Taphet
Toab
Toel
Tumah,
Tomas
Toseph
Tatham
Tubal
Tasper
Teffry
Tudith

K.

K Aha
Kain
Kedem
Korah
Kenhelm

L.

L Aban
Lam
Levi
Leah
Lambert
Lewis
Lettice

Itm

M.

O.

M *Alah*
*Machir***O** *Bed*
*Oman**Magog**Ophir**Maon**Othni**Martha*

P.

*Mattan**Meshech***P** *Halti*
*Phaleg**Milcah**Pashur**Milcom**Phicol**Michah**Peter**Musac**Philip**Martin**Philbert**Matthew**Patrick**Maurice*

R.

*Moses***R** *Apha*
*Rachab**Mary**Reuben**Martha**Riphat*

N.

*Rogel***N** *Abal*
*Nathan**Rachel**Nepheg**Richard**Nimrod**Robert**Noah**Roger**Nathan*

H

S.

K.

K *Ahath*
Kainan

L.

L *Aban*
*Lamech**Abri*
Avan
Ado
Asaphet
Joab
Joel
Jonah
Jonas
Joseph
Joatham
Hubal
Asapher
Jeffry
*Judith**Kedem*
Korah
*Kenhelm**Levi*
Leah
Lambert
Lewis
Lettice

S.

T.

Uzzah

Uzzi

S Ar ah
Shachir
Shamgar
Shaphat
Sheba
Shechem
Sheleph
Shiphrah
Sithri
Simon
Sampson

T Abash
Therab
Tubal
Titus
Thomas

V.

V Ashri
Vopfi
Vincent

Z.

Z Abab
Zaccur
Zephi
Zereph
Zimri
Zepheth

D.

D Alaja
Dalil
amaris
aniel
aborah
idymus
iana
rothy
rusilla

Proper Names of Three Syllables.

A.

A Bagtha
Abigail
Abishag
Absalom
Agabus
Abijah
Amalek
Amishai
Ammiel
Apollo

Apphia
Arel
Asmaveh
Abraham
Anthony
Agatha
Aurelia

B.

B Aanah
Barachel
Barjonah

Barnabas

Bathshua
Belshazzar
Benajah
Benjamin
Benedict
Barbara

C.

C Aiephas
Canaan
Cephira

E.

E Liab
Elijah
ihu
isha
kanah
maxian
phaal
braim
astus
bulus
tichus

Chil

hilion
ristopher
audius
assandra
ristian
elia

Ezriel
Erasmus
Etheldred
Ethelstan
Erastus
Everard
Elizabeth

D.

Alajah
Dalilah
amaris
aniel
borah
idymus
iana
rothy
rusilla

G.

Abriel
Gideon
Gehazi
Goliath
Gregory

H.

Abakkuk
Hagiah
Hanani
Hazael
Hephzibah
Hozea
Hannibal
Hercules
Hillary

I.

Chabod
Jehoash
Jephunneh
Jerial
Jehoram
Joshua
Jochebed
Ibnijah
Jonathan
Josiah
Ishbosheth
Ishmal
Jeremy
Julius
Josiah

K.

Ellajah
Karajah
Kareah
Kushajah
Koloiah

L.

Aadah
Lemuel
Lappidath

H 2

Lysias

Liab
Elijah
ihu
isha
kanah
axian
phaah
braim
astus
bulus
tichus

Lysias
Lancelot

P.

Silvanus
Silvester
Silvius
Simeon
Sabina
Sabrina
Sophia

M.

P Agiel
Pedahel

M Eshullam
Michaja
Michael
Miriam
Mithadath
Malachy
Maneasseh
Matthias
Magdalen
Margaret
Margory

Pedajah
Penuel
Phineas
Perigrine
Philemon
Phillida

R.

R Amajah
Reajah

Rephael
Rephajah
Radigund
Rebecca
Rosamond
Roxolane

N, O.

N Aaman
Narah

Naphtali
Nicholas
Nichola
Nicia
Niobe
Othniel
Oliver
Origen

S.

S Abtecha
Sharezer

Shedeur
Shelomith
Shemeda
Sherajah
Samuel

T.

T anhumeth
Tobiah

Tubalkain
Theobald
Theodore
Timothy
Tichicus
Tabitha
Temperance
Thomasin

U.

U Rijah
Uriel

Uzziel
Uriah
Valentine
William
Winifrid

Z

Z Aa
Za

Pro

A Bu
A
Abimale
Athalia
Alexand
Amasiah
Arabella
Aurelia

B Aa
Be
Berachin
Bethara
Boanerg
Barthol

Z.

Zebulun

Zipporah

Zerajah

Zacheus

Zedkiah

Zephany

Z Aavan
Zalmonah

Proper Names of Four Syllables.

A.

A Biathar
Abiezer
Abimalech
Athaliah
Alexander
Amasiah
Arabella
Aurelia

E.

B Aalzephon
Beelzebub
Berachiah
Betharabah
Boanerges
Bartholomew

C.

C Apernaum
Centurion
Cirenious
Cleopatra
Cornelius

D.

D Iotrepes
Dalmatia
Dalmanutha
Decapolis
Democritus
Diodorus
Demetrius
Deodatus

H 3

E.

E.

E Leadah
 Eleazar
 Eliakim
 Eliasaph
 Emanuel

G, H.

G Emaliel
 Gedaliah
 Hananiah
 Hazariah
 Herodotus

J, K, L.

J Azaiel
 Jechoniah
 Jeroboam
 Jerusalem
 Kerenhappuck
 Lysimachus
 Leviathan

M, N.

M Attaniah
 Melchizedeck
 Naariah

Nahaliel
 Nathaneel
 Noadia
 Nathaniel

O, P.

O Badiah
 Obededom
 Othoniel
 Onosphorus
 Olympia
 Pamphilia
 Parthenia

R.

R Elajah
 Remaliah
 Semachiah
 Shechaniab
 Sophroniah

T.

T Heophilus
 Tiberius
 Theodorus
 Thyatira
 Theodorick
 Theodora

V Espa
 Vite
 Valerius

Pro

A Do
 Ak
 Arimath
 Alexand
 Abelmeh
 Baalpera
 Baalshal
 Chedorla
 Deuteror
 Evilmer
 Heleath
 Hazezo
 Jehovan

V.

V.

V Espasian
 Vitellius
 Valerius

Zebadiah
 Zechariah
 Zelophehad
 Zephaniah
 Zerubbabel

Proper Names of Five Syllables.

A Donibezek
 Ahasuerus
 Arimathea
 Alexandria
 Abelmeholah
 Baalperazim
 Baalshalishia
 Chedorlaomer
 Deuteronomy
 Evilmerodock
 Heleathbazuzim
 Hazezontamer
 Jehovanisi

Jehovahshalem
 Kiriatharba
 Lamafabachthani
 Macedonia
 Misreopotaim
 Michadalezer
 Maximilian
 Nebuchadnezzar
 Onosiphorus
 Philadelphia
 Talicathumi
 Thessalonica
 Theodosius

The Names and Order of all the
Books of the Old and New Testa-
ment, with the Number of their
Chapters.

G <i>Enesis</i> hath Chap-	<i>Proverbs</i> hath Chapt.	31
ters	<i>Ecclesiastes</i>	12
<i>Exodus</i>	<i>The Song of Solomon</i>	8
<i>Leviticus</i>	<i>Isaiah</i>	66
<i>Numbers</i>	<i>Jeremiah</i>	52
<i>Deuteronomy</i>	<i>Lamentations</i>	5
<i>Joshua</i>	<i>Ezekiel</i>	48
<i>Judges</i>	<i>Daniel</i>	12
<i>Ruth</i>	<i>Hosea</i>	14
<i>I. Samuel</i>	<i>Joel</i>	3
<i>II. Samuel</i>	<i>Amos</i>	9
<i>I. Kings</i>	<i>Obadiah</i>	1
<i>II. Kings</i>	<i>Jonah</i>	4
<i>I. Chronicles</i>	<i>Micha</i>	7
<i>II. Chronicles</i>	<i>Nabum</i>	3
<i>Ezra</i>	<i>Habakkuk</i>	3
<i>Nehemiah</i>	<i>Zephaniah</i>	3
<i>Esther</i>	<i>Haggai</i>	2
<i>Job</i>	<i>Zechariah</i>	14
<i>Psalms</i>	<i>Malachi</i>	4
150		

The B

M^{at}

Mark

Luke

John

The Acts

The Epi

mans

I. Corinu

II. Corin

Galatian

Ephesian

Philippia

Colossian

I. Thessa

I Have

rent

which I

way to

Memor

learn it

The

M

The Books of the New Testament.

M atthew hath Cha- pters	28	II. Theſſalonians hath Chapters	3
Mark	16	I. Timothy	6
Luke	24	II. Timothy	4
John	21	Titus	3
The Acts	28	Philemon	1
The Epistle to the Ro- mans	16	To the Hebrews	13
I. Corinthians	16	The Epistle of James	5
II. Corinthians	13	I. Peter	5
Galatians	6	II. Peter	3
Ephesians	6	I. John	5
Philippians	4	II. John	1
Colossians	4	III. John	1
I. Theſſalonians	5	Jude	1
		Revelations	22

I Have entred Words of like Sound and different Signification, in manner following, which have found by Experience a very good way to fix the proper Idea of each Word in the Memories of Youth, and all towardly Lads will learn it with delight.

A.

MY Neighbour *Abel* was not able to find one *Acorn* in an *Acre* of Wood.

What

What was heretofore *absolute* is now *obsolete* and out of use.

If you will *advise* me well I will follow your *Advice*.

A drinking *Cobler* spent *all* in *Ale* that he got by his *Awl*.

I do not *assent* (or agree) that my Scholars shall climb up the *ascent* of yonder Hedge.

It will cost you three *Angels* to learn the Doctrine of *Triangles*, and one *Angel* to learn to fish with an *Angle*.

A Man tyed his *Ass* to an *Ash*-tree, and did ask for an *Ax*, pretending to do some mighty *Acts* with it, but by his *Errand* he prov'd to be an *arrant* Knave.

An't you a Fool to cry because your *Aunt* *Jean* was stung by an *Ant*.

B.

THere was a *Babble* at the building of *Babel*, and all was but a *Bauble*.

One at the *Beacon* on the Hill did *becken* to me and begg'd a piece of *Bacon*.

A bald-pated Man being hit with a *Foot-ball*, bauld out like one of the Priests of *Baal*.

Mrs. *Barbara* had a *Barberry*-tree that was brought from the Land of *Barbary*.

I have *Bays* enough for my Windows, but I want *Baiz* to line my Coat.

He w
that sco
Band I w

Boy g
of Cana
When

had Brea
One

Wife ca

Tom

Cloaths

shortly

It is

left com

A go

The v

You r

Bowe.

Boy,

bowl the

Let r

you mee

Snout.

A M

As f

Cane.

Roar

He

Canons.

He will get his *Bane* if he set up his *Banes* to that scolding Wench, but while he has on his *Band* I will get him into *Bond* to leave her.

Boy get you by day-light and *buy* me a quart of Canary to *buoy* up my drooping Spirits.

Where Women get the *Breeches* they make *bad Breaches*.

One that was well *bred*, by means of an ill Wife came to want *Bread* to eat.

Tom drinks more *Beer* than he can *bear*, his Cloaths are worn *Thread-bare*, and he will shortly be carried to the Church-yard on a *Bier*.

It is not *best* to appear abroad like a *Beast*, lest common *Bruit* proclaim you a meer *Brute*.

A good *Book* is better than a fat *Buck*.

The Wind *blew* up the Maids *blue Gown*.

You may *bow* the *Bough* of a Tree to make a *Bow*.

Boy, do you *bolt* the Door, and Maid, do you *boul*t the Meal.

Let not a hole be *bor'd* in this *Board*, but if you meet the *Boar* you may *bore* him through the *Snout*.

C.

A Merchant traded from *Callice* in *France* to *Cales* in *Spain*.

As far as I *can ken* there hangs a handsome *Cane*.

Roaring *Cannons* often over-rule the Church-*Canons*.

It

It must be a large *Cauldron* to hold a *Chaldron* or 36 bushels of Coals.

Cattle by the Law are Goods and *Chattles*.

If you do not *cease* bantering the Constable will *seize* you.

In yonder Field is enough of the Herb *Centory* to serve a *Century* of Years.

Can't one have patience to sit in a good *Chair*, and eat good *Chear*, and be of good *Cheer*.

I will play a Game at *Chess* with you on that *Chest* for a good *Cheese*.

In Winter a *Child* may be *chill'd* with the Cold.

The Cat with her *Claws* has torn a *Clause* out of my Book.

One in *Choler* caught a *Collier* by the Collar, which made him look of a pale *Colour*.

I will *chuse* that Cow which now *chews* the Cud.

Come Boy *comb* your head, and then go to *comb* Wool, but I *conjure* you not to *conjure* there.

A *crew* of Thieves entred the House when the Cocks *crew*.

You may have a *Coach* made with a *Couch* in it.

A *Coronor* in a *Colony* was *Colonel* of a Regiment.

When you want *Counsel* you may employ the King's *Council*.

My C
me curr
lost in t
me he P
A Coa
to curse,
because
Fallin
my Nec
I can
every S
Simnel.

I Dee
a
Light,
do a D
A I
Deer,
disease
Wh
For
in this
to me.
Wh
has a
Don.
It is
into H

My

My Cousin did cozen me of Corants that cost me currant Money, and pretended they were lost in the current of the Stream, but to comfort me he plaid a Corant.

A Coarse Clown going to course a Hare, began to curse, when he met a dead Corse (or Corps) because it interrupted his Game.

Falling into a Creek of the Sea I got a Crick in my Neck.

I cannot play on a Cymbal, nor understand every Symbol (or private Mark) but can eat a Simnel.

D.

I Deem my Dame could damn me for making a Dam in the River, and damming up her Light, but I value the Damsel no more than I do a Damsin.

A Dyer paid dear for shooting my Lord's Deer, but he deceased soon after, for he was diseased before.

When you differ never defer a Reconciliation. For present adieu, for I intend to walk out in this Morning-dew, to get some Money is due to me.

When all is done, Doll is but a dull Lass, and has a dun Face, yet hopes to marry a Spanish Don.

It is not decent to dissent about Christ's descent into Hell.

You

You must keep a *Diary* (or *Day-Book*) of all the *Cheeses* made in your *Dairy*.

For a Dutch *Dollar*, you may have the *Doler* or Pain of your Head taken away.

What a *dust dost* thou make at the *Door*, yet art a *doer* of no good.

Can you tell whether a *Doe* in the Park will eat *Dough* or not?

I will play at *Drafts* with you for a draught of Sack.

E.

OUR *Jane* is *endued* with good Vertue, 'tis pittty she is not *endowed* with a good Portion.

If you will *interr* the Corps you must *enter* the Church-yard.

Cousin *Esther* was very angry with me *yesterday*, because I told her she would not be married before next *Easter-day*.

One whispered my *Heir* in the *Ear*, that I would e'er long spoil my Land, by tilling of it every *Year* without dressing.

I fear the *Executioner* will be some Mens *Executor*.

Here is Meat *enough* but not Guests *enow*.

F.

A Fair Woman in fair Weather may walk far to a Fair without Fear, if she mind her Affairs, farewel.

Tom

Tom
Feast,

Wo

cy) in

Heels.

It w

ill Fat

Fat.

Suc

'Ti

is bett

I h

fil'd

fil'd.

Th

Coach

Yo

like a

Com

tion.

W

gath

I v

were

In

O

Fien

for I

Tom, with a Hawk on his *Fist*, found out a *Feast*, for he resolv'd not to *fast*.

Womens new *Fashions*, and the *Fashons* (or *Far-
cy*) in Horfes, are Ornaments to Head and
Heels.

It was a *fault* in him that he *fought*, and his
ill *Fate* (being so *fat*) to tumble into the Ale-
Fat.

Such as are high *fe'd* may *feed* high.

'Tis a common *Phrase*, that the end of *Feasts*
is better than the beginning of *Frays*.

I have gotten my *Cattle* from the *Field*, and
fill'd up my Stall, and have had my Saw new
fil'd.

That *Fellow* did not make the *Felloes* of my
Coach-wheels *fellows*, or of equal size.

You say you cannot *fly* like a Bird, nor skip
like a *Flea*, yet you ought to *flee* from drinking
Company, least they *Fly-blow* your Reputa-
tion.

When I laid my Wheat-flour on the *Floor* I
gathered a fine *Flower*.

I was not the *fourth* that went *forth*, for there
were *four* gone before.

In *foul* Weather we got *Wild-fowl*.

One that I thought my *Friend* appears to be a
Fiend, and tho' he be *fine* he deserves to be *fin'd*,
for I *find* him ungrateful.

G.

A *Gentleman*, whether Jew or *Gentile*, is
genteel in Cloaths, and of a *gentle* Speech.
Gentleman he that *gentle* is, who can
 Rule his mad *Passion*, is the *Gentleman*.

Some end their Days in the *Gallies* at Sea,
 others at the *Gallows* on Land.

I *guess* what *Guests* you will have shortly.

A *Gross* (or 12 Dozen) of Glasses of Cyder,
 will make my Neighbours look and speak *gross*,
 yet, so great as they are *grown*, as soon as their
 Teeth ake they *groan*.

He is *gone* in his *Gown* with a *Gun*, which, tho'
gilt with Silver, cannot take off the *guilt* of Sin.

H.

H *Ale* this rude Clown out of the *Hall* into
 the *Hail*.

This *Hart* hath a great *Heart*. The noise of
 our Hounds is so *hard*, it is *heard* through all
 the *Herd* in the Park.

My Son and *Heir* walking to take the *Air*,
 without a *Peruke*, in his own *Hair*, started a
Hare just *here*, as I do *hear*.

I must *hire* Labourers to till my *higher* Ground.

A salt *Herring* will not bring a deaf Man his
hearing, but a *Herse* may kill the *Horse* that
 draws it, and make the driver *hoarse*.

One that is empty and *hollow* may *hollo* aloud from a *Holly*-tree, but every one is not *wholy* (or altogether fit) to consecrate a Church, that is the Work of a *holy* Man.

The Woman doth *whoop* and bawl about the rotten *Hoop* of a Tub.

Hugh, as he was *hewing* down of a Tree, was taken by a *Hu*-and-cry, which made him look of a pale *Hue*.

I.

ONE that is *ingenious* (or witty) is commonly *ingenuous* (or good-natured) also.

My Neighbour *Job* got a *Jobb* of his Cousin *Joice*, to get out the *Juice* of an Orange.

Our Carpenter's Wife in this *juncture* of time has no other *Jointure*, but the *Jointer* or long Plane.

L.

A Brasier would give all the *Latten* in his Shop, to have his Son taught the *Latin* Tongue.

A Leper was so good a *Leaper* (or jumper) that he travell'd many *Leagues* on his sore *Legs*, and by the way kill'd a *Leopard*.

Alas, what will become of that poor *Lass*, if she be married to one that parted with a *Lease* of a House for a *Leash* of Hares.

If you *listen* diligently I will *lessen* your *Lesson*; but if you tell *Lies* you deserve to be eaten up with *Lice*.

The *Golden Legend* contains a *Legion* of *Fables*.

I was inform'd, by *Letter*, of one that died in a *Horse Litter*.

M.

I Cannot, in any good *manner*, *manure* this *Mannor* of mine to my *mind*, for my *Servants* have very ill *Manners*, therefore I will send a *Message* to one, to take one *Messuage* off my *Hands*.

I Met the *Mayor* of a *Town* on a black *Mare*, and a *Major* of a *Regiment* in a *Coat of Mail*, with twenty others of the *Male Sex*, who usually sat at *Meal* together; they sent one *Miles* to the *Mills* two *Miles* off for a *Mess* of *Mace-Broth*, but in lieu thereof he brought a *Mash* for a *Horse*.

Our *Maid Mary* is very *merry*, because one *Martin*, that lives at a place call'd *Merton*, is to *marry* her; and she fancies *Marriage* to be a *Merry-age*; but I doubt she will be *marred* by being *married* so soon.

In *March* next our *Troops* *march* over the *Marsh*, to wait on the *Lord high Marshal*, who is a very *martial* Man.

That *Horse* hath a good *Mane*, and a good *Mein* or *Carriage*.

Ti

'Tis but *meet* a Glutton's *Meat* should be *met* out to him.

A Man of good *mettle* made a *Medal* of the Princes *Metal*.

What makes you to go *mourning* this *Morning*.

The Widows *Mite* was as well accepted as those that *might* better spare it.

A *mad* Mason that *made* *Morter* threw it into the Apothecary's *Mortar*.

A Man with a *Mattock* knock'd down a *Mad-Dog*.

N.

A *Knave* stark *naught*, and good for *nought*, stole the *Nave* of a Cart-wheel.

My *Neece* is very *nice*, she will not come *nigh* me (like a foolish *Cockney*) fearing my *Horse* should *neigh*.

Neither the upper nor the *neather* Springs will please some.

We cannot hear the *News* for the *noise* of your *Nose*.

O.

A S he came o'er the River in a pair of *Gars* he found some *Silver Ore*.

Once I had an *Ounce* of *Gold*.

Our time is short, therefore let us spend every *Hour* well.

He that makes *Ordinance*, or great Guns, may not make an *Ordinance* (or Law) for the Government of a Nation.

Oh! it grieves me I should owe you Money so long, but to pay you, I will shortly sell my *Oxen* here at *Exon*, or at the University of *Oxon*.

What *union* is there between an Apple and an *Onion*.

P.

HOW pale did *Mall* look when she broke the *Pail*, by tumbling over the *Pale*, while she gaz'd on *Paul* to see him cut a *Pole*.

Jean was in pain when she broke a *Pane* of Glafs with an Earthen *Pan*.

Catherine did pare a *Catherin Pear* in a pair of Gloves fit for a *Peer* of the Realm.

The *Parson* of our *Parish* is a civil *Person*, therefore he shall not *perish* if I can help him.

I will *petition* to have a *Partition* of that Common.

He gave his Neighbour a bushel of *Peas*, and a *picce* of Gold, and so made his *Peace*, and had a Discharge wrote with one of the *Pens* I sold for Two-pence.

Mr. *Pierce* may do well to *pierce* his best Cyder to make *Peace* amongst his Neighbours.

One sent me an *Epistle* to dine with him on a *Pestle* of Pork, so I took a *Pistol* in my Hand and a French *Pistole* in my Pocket; but in my way

way and
the *Pe*

I ne

Me

Poor,

and o

way

Neigh

Th

Princi

La

abund

A

T
about

I F
el Ra
W
seaso
alone

I k

I f

in th

way an Apothecary's Boy gave me a blow with the *Pestil* of a Mortar.

I never knew any *Plaice* caught in this *place*.

Men of *Power* do *pour* out their Alms to the *Poor*, but the Covetous do *pore* on their Money, and others will rather *pot* it away than *put* it away to Pious Uses, and rather *prey* upon their Neighbours than *pray* unto God.

The *Principal* of the College is of a different *Principle* from some of his Fraternity.

Last Race he won a *Prize* of great *Price*, with abundance of *Praise*.

A true *Prophet* seeks not *Profit* or Gain.

Q.

TIS a *Query* how the *Quarrel* began, some say about a *Quary* of Glass, others say about a *Quarry* of Stones.

R.

IF we do not *raise* the Camps the Enemy will *raze* our Out-works, for they came of a cruel *Race*.

Where a good King *reigns*, his Laws, like seasonable *Rains*, *reins* in the Wicked, but God alone searcheth the *Reins*.

I know his *rise*, he got his Estate by Indian *Rice*,

I suppose you have read of a *Reed* that grows in the *Red* Sea.

When I was in the City of Rome I lay in an under Room, and got a Rhume in mine Eyes.

S.

MY Neighbour's Scars are scarce to be seen, for one sent him a Balsam of a delicate scent.

A Boy of a thick Skull must be kept long to School, else he may be a Skuller instead of a Scholar.

The Ship is under sail, and I hope for good sale. They say the Sea may be seen from yonder hill.

Tho' you be my Senior (or Elder) it does not become you to swagger like the Grand Seigneur or great Turk.

The Ship did sink in one of the Cinque-Ports.

I will not send all my Sheep beyond Sea in a Ship, but shear some of them here in Devonshire, and will keep for mine own share Five hundred.

When they began to shoot Bullets they made a Shout, but we shut the Door against one of the Soldiers that was wounded in the Shoulders.

Pray sing when I give you the Sign, else I will singe your Hood with a Candle.

It is a sign he takes little care to avoid Sin, he is so often seen in drunken Company.

I met with a poor Soul that had not a Sole to his Shoes.

I wish *some* Man's Son, *soon* after Sun-rising,
would bring me a *sum* of Money.

They fail'd *straight* into the *Straits*, or narrow
Seas, where the *sound* of their Guns *soon* brought
a Woman into a *Swoond*.

T.

ONE got a couple of *Teal* from a *tall* Fellow
for a merry *Tale*, but one of them had no
Tail.

The Woman shed *Tears* when she saw her
Wheat full of *Tares*.

There their Skill fail'd them, and *then* were
they no better *than* before.

There is *too* much *Tow* by *two* Pound to make
a Rope to *tow* the Ship, therefore you may lay
some of it to your *Toe*.

He is better acquainted with occidental *Tongs*,
than oriental *Tongues*.

There is a *Treatise* in Print of the *Treaties* of
Peace.

V.

I Followed my *Vocation* all the last *Vacation*.

In the *Vale* I did *vail* my Bonnet, for the
Vally is of more *Value* than the Hills, tho' there
you may hear more *Vollies* in time of War.

That every thing we do may *vain* appear,
We have a *Vein* for each Day in the Year.

W.

When *Walter* came to *Exter* by *Water*, in the *Wane* of the Moon, he look'd pale and *wan*, yet with a *Wand* in his Hand waits for the *Waits* of the City to shew him the City-*Weights*.

I wear such *Ware* as I can buy, but if I were more careful it would last longer.

This small *Wick* of a Candle, tho' it seems *weak*, must light me to bed every Night this *Week*.

Shall I not *win* if I wage that this southerly *Wind* will bring in some Vessel with *Wine*.

When Men begin to *Woo* then begins their *Woe*.

Since you did *wrest* my *Wrist* I have had no *rest*.

Y.

Y*OU* that were present at the writing here-of, know that I wrote it under the shadow of a *Yew-Tree*, not far from some *Ewe-Sheep*,
July 1700.

Some

Some E
glis
with
ing a
Ance

FIR
A
other P
this Co

Ich
yif and
yok of
holt he
Vewel
gis wo

Ich
spirati
Motto
which

r i
In f
be rea
Ab
the C
an the
Mon.
man,

Some Examples of the Alteration of our English, for some hundreds of Tears past ; with some Remarks useful for the better reading and understanding the Language of our Ancestors.

FIRST, Of the *English* in the days of King *Athelstan*, by his Grant of a Plowland and other Profits to the Parson of *High Bickington* in this County of *Devon*, about the Year 930.

Ich Athelston Knoying Grome of hys home yif and grant to ye Prests of thus Chyrche on yok of my lond freliche to hold, wodd in myholt hous to build, bit gras for alle hys beastes, Vewel for his Herth, pannage for Sow and Puggis world out end.

Ich is a *Saxon* word, in which *ch* is but an Aspiration, and *Ich* is no more than *I* alone. The Motto of the first Prince of *Wales* was *Ich Dien*, which in our *English* is, *I am your Countryman*.

Y in *yif*, has the force of *g* hard.

In *freliche* *ch* is aspirate, and the word is to be read as freely.

About 550 Years since the Lord's Prayer and the Creed were sent into *England* by Pope *Adrian* the Fourth to King *Henry* the Second (*Weav. Mon. fol. 152*). This *Adrian* was an *Englishman*, born at *Langly* in *Hertfordshire* ; his Name
was

was *Breakspear*; he was educated at the Abby of *St. Albans*; he converted the Inhabitants of *Norway* to the Christian Faith, for which he was created Cardinal, and elected Pope in 1154 and died 1159. Whatever this Age may think of this old *English*, the words had then each his proper *Idea* as ours now have.

Ure fradir in heuen riche,
 Thi Nom be hallied euerliche,
 Thou bring vs to thi Michilblisce
 Thi wil to wirche thu vs wisse
 Als hit in heuene ido
 Euer in erth ben hit also
 That heli bred yat lastyth ay,
 Thou sende hious yis ilk day,
 Forgiu ous al yat we hauith don,
 Als we forgiu vch oder Mon,
 He let ous falle in no founding,
 Ack scilde ous fro ye foul thing. Amen.

The C R E E D.

I beleue in God Fadir almighty shipper of
 heuen and erth,
 And in Jhesus Crist onle Son vre Louerd
 That is euangethurch the nooli Gost, bon
 of *Mary Maiden*.
 Tholedede Pine vndy Pounce Pilat, pitcht
 rode tre, dead and yburied
 Licht into helle, the third day fro deat
 arose.

Steito

Steitch into heuen, sit on his Fadir richt
honde God almiehty

Then is cominde to deme the quikke and
the dede

I belieue in ye holy Gost

Alle hooli Chirche

Mone of Allehallwen forgivenis of Sine

Flesh vprising

Lif withouten end. Amen.

About this time were the *Psalms* translated into
English by a Hermite; of which take this Exam-
ple of the first Verse of the first *Psalm*.

Blysful Man yat whych away rede naught in
counsel of wikked, and in yeway of sinfull stud
nought, and in ye Chayer of pessylens he nought
satt. but in lagh of Louerd ye wille of hym and
in his lagh he schall yenke day and nigth.

Note, y in ynk, ye, yu, yne, in those Ages,
had the force of *th*. From hence (I suppose)
we yet write ye, yn, yu, for the, then, you.

Take an Example of the first *Psalm* done into
Meter about 400 Years since.

Hely beerne that nought is gan

In the red of wikked man,

And in strete of sinful nought he stode

. . . . of scorn vngode

But in the lagh of Louerd his wil be ai

And his lagh think he night and day.

And

And al his lif swa fal it be,
 As it fares be a tre,
 That streame of water sett is nere,
 That gises his frute in tym of yere,
 And lese of hym to dreue noght sal,
 What swa he does sal foundfull al.
 Noght swa wikked men, noght swa,
 But als dust that wind the erthe tas fra,
 And therfor wick in dome noght rise,
 Ne sinfull in rede of right wise.
 For Louerd of right wise wot the way
 And gate of wick for worth sal ay.

GLORIA PATRI.

Blisse to Fadir and to the Sone
 And to the Hely Gost with them one
 Als first was is, and ay sal be
 In Werld of Werldes vnto the thre.

About 500 Years since *Robert of Gloster* wrote his Rhimes, I shall give you an Example of his *Englsh*, out of his Discourse of the first chief Cities in *England*.

Ye first lords and maistres that in yis london
 wer
 And ye chiff tounes furst yey lete arer
 London and yorke euerwick, Lyncolne, and
 Leycestre,
 Colchestre, and Canterbury, Bristoe and
 Wercestre,

And many oyer tounes mo in Engeland and
in Walis.

Remember, that y before a Vowel had (in
those Days) the force of *th*, and so is oyer no
more than other.

From this Age, 'till *Chaucer's* time, I find but
little variation in the *English*; his Works are
extant, and the Readers of any thing of Anti-
quity will find him often quoted in Examples of
his own *English*. He was a great Refiner of our
English, as *Leland* saith,

*Our England honoureth Chaucer Poet, as
principal,
To whom our Country Tongue doth owe her
Beauties all.*

Chaucer died in *October* 1400, aged about 72
Years: Such as have his Works may find a great
alteration in his own *English*; his Lamentation
of *Mary Magdalen*, being much finer than his
Works done in his younger days. You may
read his Life in *Mr. Winstanly's* Worthies.

In a short time after this, viz. about the
Year 1440, came the Art of *Printing*; I shall
therefore cease for present, and refer the Cur-
ious to Books from time to time printed.

Many of these old Words are yet in use with
the Vulgar of those Western Parts, some of
which, with others of *Brittish* or *Saxon* Original,
or of their own forming, I here present you;
not

not for your Imitation, but Reformation, as
 suiting with our present Pronounciation: n
 are many of them understood by Strangers
 they are generally founded in the Throat with
 hollow Mouth, and the Lips somewhat contr
 acted, as if they were about to whistle.

After-ward, after-
 ward.

Artur Ward, Arthur
Ward.

Ax'em, ask him.

Apottecarrier, Apo-
thecary.

Afear'd, afraid.

Agoe, gone.

He es agoe, he is gone.

Aboo, above.

There be aboo vover
Kee, there are above
four Cows.

Baggy, to beg.

Bang, beat.

Boaden, Baldwin.

Brud, Bread.

Brandis, a Trevet.

Our Country-Men
call Triangular Fields
Brandis Fields.

Com I, come back a-
gain. A Term much
in use with our Plow-

men, when they spee
 to the driver to tur
 the Plow.

Clinch-boar, a ni
gardly Clown.

Croust, a Crust
Bread.

Cheeld, Child.

Zee vor tha Cheel
seek for the Child.

Cymlin, a Cinnel

Chill, I will.

Chill dress tha Ees
my bleend Sheep wcy Bre
I will dress the Eyes
my blind Sheep wi
Brine.

Chud, I would.

Dud, did.

Doance, dance.

Dowl, Devil.

Dred, Thred to fo
with.

Dysel, Thistle.

Darter, Daughter

Doot.
 Duna
 Ees,
 Essen
 F is
 Conson
 Guri
 Agu
 Houfe.
 Girse
 Gee,
 Gees
 as fom
 Hut
 Hut
 them.
 Hou
 Hoz
 Wh
 hath h
 Wh
 hath s
 Wh
 had he
 Hin
 Du
 hear T
 Hu
 Ihu
 sel of
 King
 one f
 Do

Doot, do it.
Dunder, Thunder.
Ees, Eyes.
Effent, is it not.
F is founded as *v*
 Consonant; which see.
Gurt, great.
Agurt Houze, a great
 House.
Girse, a Horse-girt.
Gee, give.
Geesezom Drink, give
 us some Drink.
Hutch, which.
Hutchy, which of
 them.
Houze, a House.
Hozen, Stockings.
What hatha, what
 hath he.
What hathee, what
 hath she.
What hadda, what
 had he.
Hire, hear.
Dust hire Tom, dost
 hear Tom.
Huzzy, Housewife.
Ihurd on zay tha Cas-
sel of Exter was bilt by
King Addleston, I heard
 one say the Castle of

Exter was built by
 King *Athelstan*.
Kee, Cows.
Lite, little.
Lewn, eleven.
Mattick, Mattock.
Neald, Needle. The
ea founded as in yea.
Norr, nothing.
Nive, Knife.
Nale, a Shoomaker's
 Awl.
Neen, nine.
Own, an Oven.
Rud hofs, a red Horse.
Roil, rail, backbite.
Shut, shoot with a
 Gun.
Shoul or shoel, shove.
Seruner, a Scrivener.
Shafs, shall I.
Sham or cham, I am.
Thicky, that.
Thwack, a blow on
 the Back with a Cud-
 gel.
Tealder, a Taylor.
Teze, it is.
Vorzake, forsake.
Vorgee, forgive.
Vather, Father.
Voar, furrow.

Vardin

Vardin or *Vurdin*, a
Farthing.

Voot, Foot:

My Shoe is very vitty
to my *Voot*; My *Shooe*
is very fit to my Foot.

Wud, would.

I wull, I will.

Waffling, all speakers
and no hearers.

Wel-a-fine, well e
nough.

Yow, 'Ew.

Zuch, such.

Zuchy, such like.

Zee, see.

Zeem, seam of
Garment.

Zing, sing.

Zong, song.

Some Rules of Arithmetick, fitted for Children to read and learn by Heart, by the time they come capable of Writing and Cyphering.

Q. **W**HAT is Arithmetick?

A. Arithmetick is the Art of Numbering, and is managed under such Rules as render Numbers useful in all Business, Trades, and Employments.

Q. What Rules are to be learnt to fit one for ordinary Business and Trade?

A. Numeration, Addition, Subtraction, Multiplication, Division, Reduction, The Rule of Three, The Rules of Practice, Partnership and Barter; and the Country-man ought to know how to make use of Numbers in Measuring Land, Timber, &c.

Q. What

Q. What is Numeration?

A. Numeration is no other but a learning to read any Numbers that shall be set before you, which is commonly taught by such a Table as this;

Units	Tens	Hundreds	Thousands	Tens of Thousands	Hundreds of Thousands	Millions	Tens of Millions	Hundreds of Millions	Billions
9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1

K

Addition.

Addition.

Q. *WHAT is Addition?*

A. Addition is a bringing several Sums into one Total, and is either single or compound.

Single Addition, is adding together things of one Name or Kind, as Pounds to Pounds, Yards to Yards, Feet to Feet; and this is commonly called Addition of whole Numbers.

Q. *How must Numbers be set in this Rule?*

A. The Numbers must be set Figure under Figure, towards the Right-hand; Units under Units, Tens under Tens, Hundreds under Hundreds; as in Example:

Suppose in one Bag there are 321 l.

In another Bag 046.

In another Bag 999.

How much Money is in all the Bags?

Addition of Money.

Addition of Money, is a compound Addition, that is, an Addition of several Denominations, and of this nature is Addition of all Weights and Measure.

Q. of

Q. Of what Denomination is English Money?

A. Pounds, Shillings, Pence, and Farthings; four Farthings is a Penny, twelve Pence a Shilling, twenty Shillings a Pound.

Q. How must these Numbers be set to fit them for Addition?

A. Each Number must be set under that of its own Denomination; as Farthings under Farthings, Pence under Pence, Shillings under Shillings, Pounds under Pounds; and in each of these Units must stand under Units, Tens under Tens, &c. As in this Example;

	<i>l.</i>	<i>s.</i>	<i>d.</i>	<i>q.</i>
<i>A. owes to B.</i>	421	10	09	1
to C.	312	04	10	2
to E.	019	14	06	1
	<hr/>			

What doth he owe to all?

Q. When the Numbers are set, what Rule is to be observed in adding it up?

A. In Farthings carry one for four.

In Pence carry one for twelve.

In Shillings carry one for twenty.

In Pounds carry one for ten.

Addition of Troy-weight.

BY Troy-weight is weighed Bread, Gold, Silver, &c. and all wet and dry Measures have their Quantities proportioned from this Weight.

Its Denominations are Hundreds, Quarters, Pounds, Ounces, Pennyweights, and Grains.

To set the Numbers in this Rule, set each under those of its own Denomination; as Grains under Grains, Pennyweight under Pennyweight, &c. As in Example;

<i>oz.</i>	<i>dw.</i>	<i>gr.</i>
40	18	20.
16	17	02.
13	04	06.

The Numbers being set, to add it up, the Rule is,

• In Grains carry 1 for 24.

In Pennyweights carry 1 for 20.

In Ounces carry 1 for 12.

Avordup.iz.

Avordupoiz-weight.

BY this is weighed all things that have waste; as Grocery Ware, Tobacco, Sugar, Hops, Tallow, Butter, Cheese, &c.

The Denominations of this Weight are Hundreds, Quarters, Pounds, and Ounces.

The Hundred is 112 ll. Half a Hundred is 56 ll. a Quarter of a Hundred is 28 ll. Three Quarters of a Hundred is 84 ll. a Pound is 16 Ounces.

To set the Numbers in this Rule, set Ounces under Ounces, Pounds under Pounds, Quarters under Quarters, Hundreds under Hundreds; as in Example;

C.	qrs.	ll.	on.
50	3	16	10.
32	2	12	09.
25	1	09	02.

The Rule for Addition is,

In Ounces carry 1 for 16.

In Pounds carry 1 for 28.

In Quarters carry 1 for 4.

In Hundreds carry 1 for 10.

K 3

Subtraction.

Substraction.

Substraction is a taking a lesser Number from a greater, to find the remainder or difference, and is either of one Denomination or of several.

In Substraction of Numbers of one Denomination, set the lesser Number under the greater, Figure under Figure, to the Right-hand. As in Example;

A Man had	1329	Sheep
He sold of them	0487	

Remainder . . .

Proof

The Numbers being orderly set, the Rule is, Begin at the Right-hand, and take the under Figure out of the Figure or Cypher over it, and set the remainder directly under both the other; when the upper Number is less than the under Number, you must make it ten more than it is, and as oft as you do so, you must carry one to the next Figure below towards the Left-hand.

Substraction

Substraction of Money.

Money, Weights, and Measures, have each divers Denominations.

As in Addition, so in Substraction, the Numbers must all take place under those of its own Denomination. As in Example;

	<i>l.</i>	<i>s.</i>	<i>d.</i>	<i>q.</i>
From	431	16	04	2.
Take	183	15	06	3.
	<hr/>			
Remainder . . .				
	<hr/>			
Proof				
	<hr/>			

The Numbers being orderly set, the Rule is, when the upper Number is less than the under Number,

Make Farthings one Penny more.

Make Pence one Shilling more.

Make Shillings one Pound more.

Make Pounds ten more.

As oft as you augment the upper Number, you must add one to the next Denomination below.

Substraction of Avordupoiz-weight.

THE Numbers being orderly set, each under those of its own Denomination, as occasion requireth,

Make Ounces sixteen more.

Make Pounds twenty eight more.

Make Quarters four more.

Make Hundreds ten more.

	C.	qrs.	ll.	ow.
From	48	2	20	8.
Take	09	3	24	9.
	<hr/>			

Remainder ..

Proof ..

Multiplication.

Multiplication.

THE TABLE.

1	2	3	4	5	6	7	8	9
2	4	6	8	10	12	14	16	18
	3	9	12	15	18	21	24	27
		4	16	20	24	28	32	36
			5	25	30	35	40	45
				6	36	42	48	54
					7	49	56	63
						8	64	72
							9	81

IN Multiplication there are always two Numbers given to find a third Number ; the two Numbers given are called the Multiplicand and the Multiplier, the third Number is called the Product ; and commonly the greatest of the two Numbers given is set uppermost, and thereby becomes a Multiplicand ; the lesser of the two given Numbers must be set under the former, Figure under Figure, to the Right-hand, and so becomes a Multiplier ; the Total of the Increase by these two Numbers is the Product ; as in this Example :

The

The Multiplicand 1234.
 The Multiplier 123.

The Product

Division.

IN Division four things are to be observed ;

1. The Dividend. 2. The Divisor.
3. The Quotient. 4. The Remainder.

The Dividend is the Number given to be divided.

The Divisor is the Number by which the Dividend is divided.

The Quotient is the Number of times that the Divisor is contained in the Dividend,

What is left after the Division is finished, is called the Remainder, and is always less than the Divisor, if the Work be truly done.

There are several ways of Division, all which are taught in mine and some other Schools, I shall therefore omit an Example to this Rule, this being intended only for little Children, in whose Memories I would have only the Rules lodg'd till their Riper Years, shall render them useful.

Reduction.

Reduction.

Reduction is a reducing of Numbers from one Name or Denomination to another; as Pounds to Shillings, Shillings to Pence, Pence to Farthings, Yards to Feet, Feet to Inches, Hundreds to Quarters, Pounds, and Ounces. And this is a bringing greater Denominations to less, and is called Reduction descending, and is performed by Multiplication.

Reduction ascending, is a bringing of lesser Denominations to greater; as Farthings to Pence, Pence to Shillings, Shillings to Pounds, Inches to Feet, Feet to Yards, Ounces to Pounds, Quarters, and Hundreds; and this is performed by Division.

Some Operations require both Multiplication and Division; as Reduction of Ells *English*, Ells *Flemish*, and French Auns to Yards *English*.

Reduction of Money.

THE Rule is,

To turn Pounds to Shillings multiply by 20.

To turn Shillings to Pence multiply by 12.

To turn Pence to Farthings multiply by 4.

(140)

On the contrary,
To turn Farthings to Pence divide by 4.
To turn Pence to Shillings divide by 12.
To turn Shillings to Pounds divide by 20.

In 55 l. 11 s. 11 d. 1 q. how many Shillings,
Pence, and Farthings?

Reduction of Avordupoiz-weight.

THE Hundred in this Weight is 112 ll.
The Half-hundred is 56 ll.

The Quarter of a Hundred is 28 ll.

Three quarters of a Hundred is 84 ll.

Twenty Hundred of this Weight is a Tun.

To turn Hundreds to Quarters multiply by 4.

To turn Quarters to Pounds multiply by 28.

To turn Pounds to Ounces multiply by 16.

On the contrary,

To turn Ounces to Pounds divide by 16.

To turn Pounds to Quarters divide by 28.

To turn Quarters to Hundreds divide by 4.

In 5 C. 2 qrs. 3 ll. of Tobacco, how many
Quarters, Pounds, and Ounces?

Reduction

Reduction of Long-measure.

THE World is encompass'd round by imaginary Circles; as the Æquator, Meridian, &c. Each Circle is divided into Three hundred and sixty Degrees, each Degree is (by Astronomers) accounted about sixty Miles.

A Mile is 320 Perches, or 1760 Yards, at 3 Foot to the Yard; a Foot is 12 Inches, an Inch is 3 Barly-Corns.

To turn Degrees to Miles multiply by 60.

To turn Miles to Yards multiply by 1760.

To turn Yards to Feet multiply by 3.

To turn Feet to Inches multiply by 12.

To turn Inches to Barly-Corns multiply by 3.

On the contrary,

To turn Barly-Corns to Inches divide by 3.

To turn Inches to Feet divide by 12.

To turn Feet to Yards divide by 3.

To turn Yards to Miles divide by 1760.

To turn Miles to Degrees divide by 60.

How many Miles, Yards, Feet, Inches, and Barly-Corns, will reach round the World?

Reduction

Reduction of Cloth-measure.

Cloth in *England* is measured by the Yard and the Ell: The Yard is 3 Foot or 36 Inches, and that is divided into 4 Quarters, each Quarter 9 Inches.

The Ell is 1 Yard and 1 quarter of a Yard, that is five Quarters, a Quarter is divided into 4 Nails.

The *Dutch* or *French* Ell is 3 quarters of our Yard.

The *French* Ell or Ann is 1 *Flemish* Ells, that is 6 quarters of our Measure.

English Measure.

To turn Yards to Quarters multiply by 4.

To turn Quarters to Nails multiply by 4.

Yards multiplyed by 16 are reduced to Nails at one Operation.

Nails divided by 16 produce Yards.

Nails divided by 4 produce Quarters.

Quarters divided by 4 produce Yards.

To turn Ells *English* to Yards;

First multiply by 3, and that brings the Ells to Quarters;

Then divide them Quarters by 4, and your Quotient is Yards.

A Man bought 333 Ells of Muslin; How many Yards is it?

To

To
the Ya
Quart
The
Quoti
A

it out a
he be p

Mu
Produ

If
How m

To
Yards

the Q
A

cloth a
to ?

To
and d

To

T

any p
eth t

To turn Yards to Ells *English*, first multiply the Yards by 4, then are the Yards reduced to Quarters.

Then divide them Quarters by 5, and the Quotient is Ells.

A Man bought 1000 Yards of Hollan, and sold it out again by the Ell English, How many Ells must he be paid for?

Flemish or Dutch Measure.

Multiply the *Dutch Ells* by 3, and divide the Product by 4, and the Quotient will be Yards.

If you buy 1000 Ells of Cambrick at Amsterdam, How many Yards will it measure here?

To turn Yards to Ells *Flemish*, multiply the Yards by 4, and divide the Product by 3, and the Quotient is Ells *Flemish*.

A Man sold to a Dutchman 42 Yards of Broad-cloth at 12 s. per Ell Flemish, What did it amount to?

French Auns.

To turn *French Auns* to Yards, multiply by 16 and divide by 4.

To turn Yards to *French Auns* multiply by 6.

Reduction of Time.

Time is measured to us by the Sun's annual Motion, for from the time the Sun leaves any part of the Ecliptick, to the time she toucheth that very point again, is one Year, and contains

tains 365 Days, 6 Hours and 11 Minutes; the odd 6 Hours make a Day every fourth Year, and that Year hath 366 Days, and is called *Leap Year*. The Year is divided into 52 Weeks.

To turn Years to Weeks multiply by 52.

To turn Weeks to Days multiply by 7, adding 1 Day for every Year in your Question.

To turn Days to Hours multiply by 24, adding 6 Hours for every Year in your Question.

To turn Hours to Minutes multiply by 60, adding as many times 11 Minutes as there are Years in your Question.

To turn Minutes to Hours divide by 60.

To turn Hours to Days divide by 24.

To turn Days to Weeks divide by 7.

To turn Weeks to Years divide by 52.

How many Days, Hours, and Minutes, since the Birth of our Saviour Jesus Christ, to this Year 1700.

The Rule of Three.

TO work this Rule, multiply the second and third Numbers one by the other, and divide the Product by the first Number, and the Quotient answers the Question, and is of the same name and kind as the middle Number.

If 2 Sheep cost 17 s. what cost 83 Sheep.

F I N I S.



